Odetta Plays Mead
The folksinger Odetta entranced a full house with what Micheal Hornsby calls a "timeless performance."
page 7

Zehner on Sports
The notorious column continues, this time on a variety of subjects.
page 8

The Strength of the Hills
The second and concluding volume of David Stameshkin's history of Middlebury College is scheduled to appear in early 1988.
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The Middlebury Campus

Established 1905 | Vol. 82 No. 12 | Middlebury, Vermont | Friday, January 16, 1987

Boyer lecture opens Winter Term series

undergraduate colleges seen as "troubled institutions"

By Kirsten Keppel

"I am honored to be introduced by a superb president of a superb institution that is superior in its quest for excellence, its world vision, and its remarkable convocation series," said Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching and former U.S. commissioner of education during the Carter Administration. In the first of a series of Winter Term convocations, Dr. Boyer spoke in Mead Chapel on "The Carnegie Report and the Undergraduate Liberal Arts College" and called Middlebury "a remarkable experiment that's working very well.

Dr. Boyer's talk initiated the Winter Term convocations, which President Olin Robison described as "a series to bring the community together to present programs of wide general interest." The series is also an adjunct to the Freshmen Seminar Program, new this Winter Term, and is supported by a grant to Middlebury College from the Pew Memorial Trust.

Boyer focused on the November report by the Carnegie Foundation on *College: the Undergraduate Experience in America*. The three-year, million-dollar project entailed in-depth studies of 30 colleges and universities and surveys of 5,000 faculty members, 5,000 college students, and 1,000 college-bound high school students. The report found the undergraduate college "a troubled institution not characterized by coherence or community" and called for "change in all aspects of undergraduate life."

In too many places skills have become ends and students' visions have become narrowed

-Ernest Boyer

"We have a love affair with education," Boyer said. "A college education is still highly prized. Fifty-eight percent of high school students go on to college, and in our study 90 percent said they want to. We are the only country in which decals are proudly displayed on cars. We have built many doors and many options and display them proudly. Still we found a segregation in the institutions we studied. Half a dozen had clear goals and defined purposes, one had just announced it was closing down, and the rest were a mixed picture."

"Education is a seamless web and if anything tests it, it's the centrality of language," Boyer said. "Language is the centerpiece of learning. To write and speak with clarity is the purpose of a collegiate education and the institution must promote these goals." Yet the

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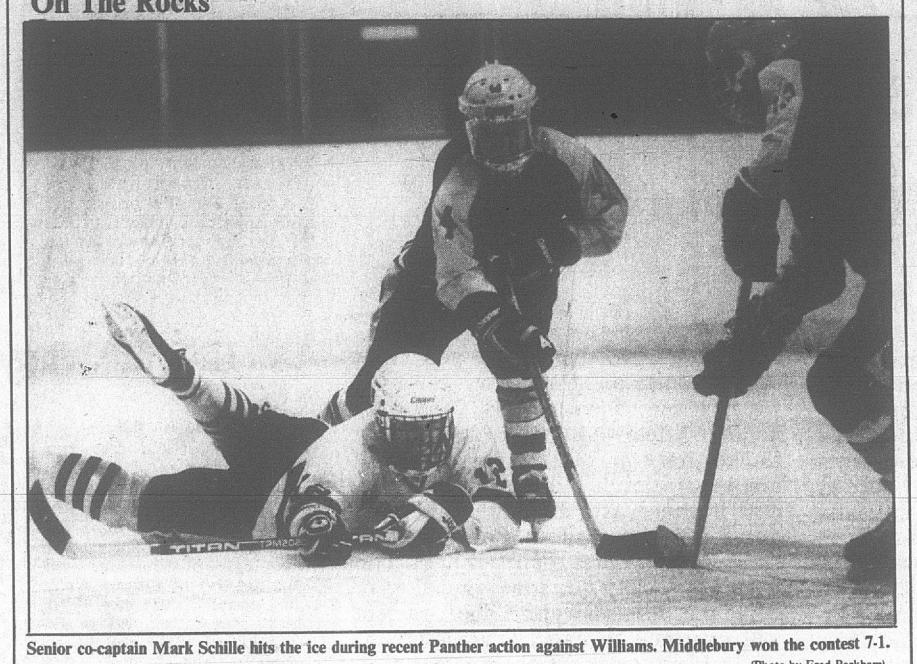
On The Rocks



Senior co-captain Mark Schille hits the ice during recent Panther action against Williams. Middlebury won the contest 7-1.
(Photo by Fred Beckham)

New condom policy is announced

By Jacob Brown

The new method for distributing condoms at Middlebury comes in the wake of increased concern on campus about AIDS and other sexually transmitted diseases.

"AIDS is the focus of new consciousness," said John Emerson, this year's Dean of the College. According to Emerson, there have been concerns within the community, particularly with students, that the College should make condoms more easily

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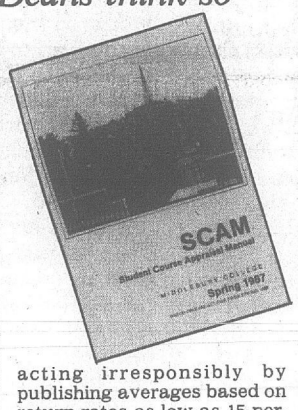
Is S.C.A.M. a scam?

some professors, Deans think so

By I. David Muhlbaum

Time to register. Time to pick your courses. Who's good? What courses are hard, and which are easy? Students ask these questions, but the answers are often hard to find. Some turn to the Student Course Appraisal Manual (SCAM) to learn about courses. First issued in the Spring of 1985, SCAM has attempted to provide course information based on the views of the students.

Increasingly, however, SCAM is being criticized by the administration, mainly for its use of statistics. Several members of the administration have expressed dissatisfaction with SCAM's use of low return rates to determine averages for courses. Professor John McCardell, Dean of Academic Planning, felt that SCAM was



acting irresponsibly by publishing averages based on return rates as low as 15 percent.

Also, Dean John Emerson said he felt "uneasy" about SCAM's use of statistics, and stressed that the cutoff for making averages should be based on the number of

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On-campus tobacco sales eliminated

Robison accepts Council proposal

By Jason S. Robart

College President Olin Robison has accepted the Community Council's recommendation and halted all sales of tobacco on the campus. Along with removing all tobacco products from the College Bookstore, the action also calls for the removal of the two cigarette vending machines on campus, as well as the machine located on the College's Bread Loaf campus.

In a letter addressed to the College community and others, Robison commented on the decision by stating, "There is now a clear consensus that the College should follow the lead of other organizations and institutions and cease all tobacco sales. We hope that by doing so we will discourage people from smoking, particularly in public spaces."

Although the Community Council initially passed its recommendation on October 8 by a vote of eight in favor and three opposed, the President did not act upon the proposal until December 12 (Student Forum voted nearly unanimously against halting tobacco sales). Dean of the College John Emerson explains that there was a delay in order to afford all interested parties the opportunity to express their opinions to the President via *The Campus*, Student Forum, and the Community Council.

Emerson anticipates that some members of the community may feel that the decision was made behind the students' backs and he addresses this issue in a memorandum sent to *The Campus*. "The process was fair and open to all concerned. Is it fair to suggest otherwise? If we disagree with the final judgement, let us say that. But let us not attack the

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Robison may visit Sakharov

will fly to Soviet Union next week

By Jason S. Robart

President Olin Robison will travel to the Soviet Union later this month in hope of meeting with the recently released Soviet dissident Andre Sakharov. Robison will be a member of a small group of U.S. college presidents making the trip. He does caution however that the trip is contigent upon Mr. Sakharov's agreement to meet with the U.S. delegation.

●

If all goes according to plan, Moscow will be but the first stop in the group's travels. Robison explains that "After a possible visit with Sakharov we plan to go on to Vienna to defend the Conference on Security and Cooperation in Europe," at which "a major focus will be human rights." Of the Conference, Robison remarks that it "hopes to discuss how important it is for the free movement of people and ideas across international borders. "This conference is a follow-up to a similar conference which President Robison attended late last year. That conference was also held in Vienna.

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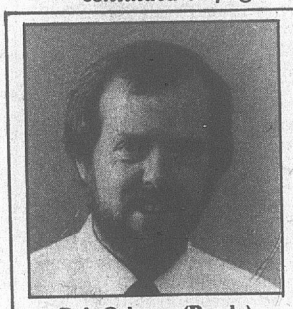
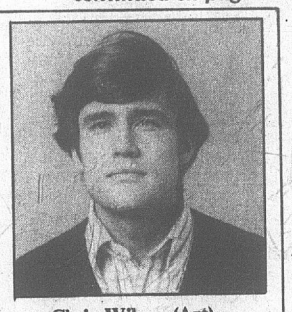
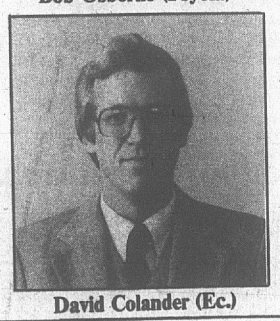
This will be by no means President Robison's first trip to the Soviet Union. He has visited the Eastern nation upwards of 35 times and has served as a consultant on U.S.-Soviet Relations for both the Carter and Reagan administrations. His most recent work as a consultant occurred last fall when he attended a number of meetings on the Nicholas Daniloff crisis at the U.S. Pentagon.



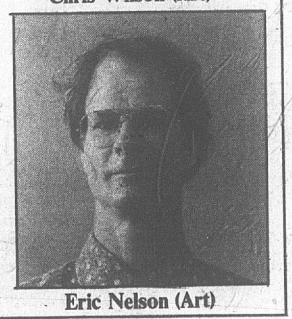
Bob Osborne (Psych.)



Chris Wilson (Art)



David Colander (Ec.)



Eric Nelson (Art)

College announces tenure decisions

By Jack Otter

Tenure was granted to all four eligible professors this fall, and of the fifteen faculty members under second and fourth review, twelve were reappointed. Each of the three men who were not reappointed is appealling the decision.

The Board of Trustees approved the favorable recommendations of the faculty Committee on Reappointment (COR) and promoted David Colander of the economics department, Bob Osborne of the psychology department, and Christopher Wilson and Eric Nelson, both of the art department.

The three professors who were denied reappointment are Paul Albanese, assistant professor of economics, Steven Smith, instructor of economics, and Stephen Homick, assistant professor of history.

The standard path for a faculty member on tenure track at Middlebury, though there are many exceptions, is to be reviewed in the second year, the fourth year. If the faculty member is reappointed both times, the seventh year review leads to either tenure or dismissal. According to the Middlebury College Handbook these decisions are based primarily on an assessment of the candidate's teaching ability and scholarship.

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ZACCARO DRUG CASE MAY LEAD TO COLLEGE POLICY CHANGE

By Pam Labatt-Simon

In the wake of the John Zaccaro case, school officials have begun to reevaluate the policies regarding a student who has been charged with a felony or another offense of the law. According to Dean Erica Wonnacott, one of the most important aspects of this policy is that, "when a student is involved in a civil litigation, the college will suspend any action until that has been resolved." Wonnacott says that this is the section of the policy which is under the closest scrutiny.

School officials began to see this policy as impractical after the Zaccaro case had been in the courts for several months. They were unable to take any action in any direction. Zaccaro withdrew from Middlebury's student body in the fall, so the college is no longer directly attached to the case. However, in case of future incidents, they want to change the rule so that they may be in hearings as soon as possible.

A fair number of students have reacted to the proposed policy change in a negative manner. They believe that the school is taking a "guilty before proven innocent" stance. However, both Wonnacott and the school's lawyer, Mr. Clapp, of Dinsey, Erdmann, and Clapp, deny this. According to Clapp, "The College has always been most concerned about protecting individual rights, while retaining integrity about their internal procedures. The system is going to have to continue to balance these procedures." Wonnacott believes that the school should not "have to put it on ice while it is being resolved elsewhere."

Another controversical issue in the present policy is the question of how far the school's jurisdiction reaches. According to Dean Wonnacott, "If you were at home in Ohio an you got into a barroom brawl, and were arrested, that's your business - that's between you and the law in Ohio." However, Dean John Emerson has a contradicting view. He believes that if there was a complaint that a student was involved in a brawl, the school would begin an investigation to look into the situation.

Emerson discussed the question of the school's relationship with civil authority. The handbook states, "students who violate the law may incur penalties prescribed by the civil authorities, but

Barbara Jordan to be commencement speaker

College News Service

Middlebury, Vt.– Barbara Jordan, congresswoman, teacher and civil rights advocate will present the commencement address to the Class of 1987 and will receive an honorary degree at Middlebury College this coming May. College President Olin Robison announced Ms. Jordan's acceptance of the College's invitation, calling her "one of the truly great Americans of our day," at the first faculty meeting of the year on January 5.

Since 1982, Ms. Jordan has held the Lyndon B. Johnson Centennial Chair in National Policy at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin. She joined the University as Lyndon B. Johnson Public Service Professor in 1979 following three terms as Representative from the 18th district of Texas in the U.S. Congress.

Prior to her election to Congress she had been in private law practice and had served as a Texas State Senator. She served as President *Pro Tem* of Texas Senate in 1972 and was named Governor for a day that year making her the first black woman in the U.S.

Barbara Jordon: A life in the public eye.
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The Middlebury Campus

Established 1905 Friday, January 16, 1987

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OPINIONS

Toward a "community of learning"

By Paul Carrese

This past Tuesday the college introduced the Winter Term Convocation Series, a group of addresses and performances designed, in part, to focus our attention on topics of general interest and to promote a "community of learning." As a college community, Middlebury was fortunate to welcome Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching and author of the recent report *College: The Undergraduate Experience in America*, as the inaugural speaker in the Convocation Series. His report joins the work of the Association of American Colleges, the National Governor's Association, and the current Secretary of Education, William J. Bennett; all have offered diagnoses and remedies for the ills of the undergraduate institution.

Boyer is not, however, an alarmist; he does not harbor a political agenda, does not think higher education is in a shambles, and does not see reductions in federal aid to education as the solution to its problems. In his address and in the panel discussion that followed, Boyer stressed the strengths, the rewards, and the enduring qualities of the distinctively American approach to undergraduate education: "[O]ur system of higher education, with its openness, diversity, and scholarly achievement, is the envy of the world." His purpose is to revitalize higher education, to engender debate on its ends and means, and to dispel the "confusion" and deep divisions" which, he says, "diminish the intellectual and social quality of the undergraduate experience." He continues, "[T]o accomplish this essential mission, connections must be made. All parts of campus life — recruitment, orientation, curriculum, teaching, residence hall living, and the rest — must relate to one another and contribute to a sense of wholeness."

Toward Greater Educational Community: Recommendations to the President and Faculty of Middlebury College is the report of the Special Committee on the Curriculum; commissioned by President Robison in March of 1985, seven faculty members offer in the report analysis and recommendations concerning the academic atmosphere of the college. Many of Boyer's proposals mirror their work. Last year, students and faculty discussed the report at length; the recommendations were presented to the faculty as a package, and voted down as such. However, the Educational Council has offered the faculty the report's recommendations in smaller chunks, and will continue to do so; the Freshmen Seminars and the Convocation Series are, in fact, realizations of the Special Committee's work.

I hope Mr. Boyer's presence is a signal that a debate among faculty, students and staff concerning the ends and means of a Middlebury

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Don't forget about reality

On Monday evening a group of students, faculty, and administrators gathered in Monroe Faculty Lounge to discuss what was on their minds. The Campus applauds the fact that events of this nature can and do occur here at Middlebury, and we will strongly support any attempts in the future to organize similar opportunities for community discussions.

Many students voiced genuine concern over issues such as the conditions of minority life and the security problems here at the college. While many valid statements were expressed on these extremely important issues, there was one reoccurring tone prevalent in many of the speakers which was discouraging. It appears that a number of the speakers spoke before they thought, and when they did many failed to truly consider all sides of a particular issues prior to making their statements. Minority life and the problems which plagued Campus Security this past fall are indeed passionate issues, however this fact does not fully necessitate purely passionate speeches.

Some may argue that because these issues are passionate ones passionate statements are inevitable. Not only is this untrue, but discourses of this nature may prove to be detrimental to the speaker's intended goals. A speaker who is able to persuade rather than isolate his or her audience will be much more effective than the speaker who relies on intimidation.

Many of the speakers who addressed the minority issue seemed to feel that the College was not actively recruiting minority faculty members. This, as Pofessor Andrews pointed out, is simply not true. It appears that some students may be confusing an ineffective program as being nonexistent. Some students also expressed sentiments that the administration was insensitive to the needs of minorities at the college. No one would deny that racism exists at Middlebury, however we must see it for what it is. There may be more effective means of combatting racism here at Middlebury than the administration is currently practicing, and if there are then these policies must be employed immediately. However, we must realize that racism is part of society and that regardless of what the administration does, racism will continue to exist at Middlebury. We are not advocating that the College give up the fight, but we are suggesting that the members of the community identify the constraints imposed upon us by society at large.

Many of those speaking on the harrassment incidents of last fall also fell victim to their passions. Chief Spencer is the first to admit that there are problems with Campus Security as it currently exists, however we must not forget to recognize the inconcurable barriers which confront him and his staff. One female student has recently remarked, "Why should I feel paranoid just because I am a female? They should protect me." Regardless of what measures Fred Spencer and his staff may take, Middlebury is not not will it ever be the "ivory tower" that we all like to think that it is. Better lighting and a larger security staff may indeed help to eleviate some of the problems, however let us not ignore the fact that Middlebury is just a microcosm of the rest of the world. Unfortunately, the vice that is out there is also right here.

Perhaps if we all are a bit more sensitive and search for potential solutions to the problems that we currently face, we may be able to make our tenure at Middlebury that much more enjoyable. We may not however forget that Middlebury too is part of the reality of the world as we know it, and thus we must set our goals and expectations accordingly.

The Howard Johnsonization of Middlebury's campus

By Dwight F. Garner

Planted around the northern perimeter of the campus like sullen stooges, the new dorms, the SDU's and North dorm are symbols of a new functionality: human receptacles of stone and steel, they get the job done. "We're here coach," they say. "Eat, sleep, piss in us. We're unbreakable." And they'll be here, in all of their sour utilitarian glory, long after we're gone.

Or so their namesakes hope. If Kelly, Lang, Hadley et al were a corporate law firm, and Middlebury a trade school somewhere out in the Arizona badlands, the architectural predicament here might be easier to comprehend. But they're not and we're not and somewhere along the way something went a little bit wrong. Didn't one of them, as the champagne bottles were being crushed across the bow of this hooded cluster, realize that they'd somehow been had? That they'd bought into buildings that seem so removed from the visual sensibilities of Middlebury College and the land that surrounds it that they stand up like Orwellian tombstones, visible for tens of miles?

The aesthetic rape of Middlebury College, now into its third groaning decade, has produced at best a muffled roar. It's hard not to think that that's what Vito Acconci was getting at when he built the industrial outhouse he called a sculpture and dropped it square into the new dorm's front lawn. If it seemed as if it almost belonged there, try moving it mentally up to the Breadloaf campus.

The new issue, or rather non-issue, is the fate of the Hillcrest dormitory (from where this piece, under not a little deadline pressure, is being composed), which is scheduled to be flattened this summer to make way for a much-ballyhooed Student Union. I've seen sketches of the proposed Union (it too, I assume, will take on the name of an anglo-saxon sponsor), and it is hard to say that it's not quaint. That is, quaint in the slightly sardonic, pre-fab way that Atwater and Davis are quaint. Quaint with the kind of cappucino chic that might envelope, say, a stained-wood shopping mall in downtown Winooski.

There is some talk in Hillcrest's long hallways these days about trying to save the fabled firetrap. It's a half-hearted dialogue—wrecking crews are already waiting in the wings—and one that seems to spring from the slightly romanticized notion that someone has to speak up for the cherished building, lest it fall thinking that no one had given it a second thought.

Now, in winter, no longer framed and softened by the

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Nation-state system lends to war

By Tore Kapstad

"As long as there are sovereign nations possessing great power, war is inevitable. There is no salvation for civilization, or even the human race, other than the creation of a world government."

—Albert Einstein

The existing structure of the nation-state system has resulted in two world wars, the 30-plus wars going on in the world today, and potentially WWIII. The violence of war, especially since the splitting of the atom is humanity's greatest danger. I am not writing this article as a Christian pacifist, or a minority refusing to fight in a rich man's war, or a radical who doesn't want to fight for Exxon or General Motors, but as just one individual who is concerned about the survival and welfare of humanity.

The problem is that the nation-state is impotent in preventing foreign aggression. How is it possible to achieve peace, when we — the human race — led by our national leaders carry on debates about disarmament and international cooperation in one room, and in the next room, we scheme and move the knights and pawns that make the arms race and international antagonisms inevitable? We can't! The reason is that wars between groups of people that form a social-political unit and establish a power base, like the nation-state, take place when they exercise unrestricted sovereign power. Wars between these power bases desist when the sovereign's power is transferred from them to a higher unit. As long as the current structure of the nation-state system is built on division and each country possesses sovereign power, how is the abolition of war possible? The system is war prone — war is built into the system!

We think nation-centrically when we should think globally, that is, if we really want what is best for humanity —

Letters to the Editor

Awareness of anti-semitism is necessary

To the Editor:

As a Class Agent, I receive regular issues of *The Middlebury Campus*. I have just finished reading the November 14 and 21 issues and I can't believe what I've read. It's not simply that the issue of the 14th reported prejudice towards homosexuals and Jews. Neither is new to the world or to Middlebury, and I am not foolish enough to believe that prejudice will simply dry up and blow away some day since there will always be ignorance in the world. What I can't accept is Paula Carlton's simplistic and ignorant reaction to Rebecca Goldman's article concerning her very real and personal experience with anti-semitism.

Ms. Carlton, please understand that you are not the same kind of Jew that Ms. Goldman is. Ms. Goldman feels her religion as a conviction, not as an accident of lineage. There is very little as personal to many people as their religion, and in no case is it acceptable to treat one's religious preference with anything but the utmost respect. (I feel that this holds true unless that religion promotes the disrespect of other religions). It is not important that offhand anti-semitic remarks don't bother you, but, rather, that someone in the community has become isolated due to the callous ignorance of another. In such a case, it is incumbant upon everyone to speak up loudly and clearly and do their part

...religion as a conviction, not an accident of lineage

to remind the offenders that even "little slips" are not acceptable. Of course, this takes much courage and can be socially or even physically risky, but at least one can maintain one's self-respect by doing so.

Ms. Carlton, good luck in maintaining the low profile which you indicated suits you "just fine." But you might give a moment's thought to how others desire to maintain their identity, and to your responsibility to help insure that this is possible for all people.

Ms. Goldman, good luck to you in continuing to stand up to anyone who makes ignorant comments (maliciously intended or not) about Jews, Blacks, or any other group. Remember the importance of addressing all manners of prejudice, not just anti-semitism, if you expect others to assure you of your freedoms.

And to the rest of the College, I implore you to consider that "harmless" comments can indeed be very offensive; I imagine that only a small portion of the grief in this world is the result of malice. And don't believe that because Ms. Carlton feels that Ms. Goldman overreacted that it's alright to use the word "Jew" as an adjective. As a Jew, I don't accept it, and I personally don't know any Jews who do.

Richard G. Silton

Additional letters appear on page 11.

The Middlebury Campus welcomes readers' comments. Letters must be limited to 250 words and submitted by Monday at 5 p.m. to appear in Friday's issue. Letters must be signed by the author and include a return address and telephone number. Pseudonyms will not be published. All letters are subject to editing for clarity and length. Address letters to: To the Editor, ***The Middlebury Campus***, Drawer 30, Middlebury College, Middlebury, VT 05753.

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Bus Boys headline Carnival concert

By Jen Humphries

The Bus Boys, the Los Angeles-based band that gained national exposure by appearing in the Eddie Murphy film *48 Hours*, will headline this February's Winter Carnival, according to the Assistant Director of Student Affairs Jim Terhune ('86). The Carnival, operating under its "Mid-Town Manhatten" theme, will run from February 26 to March 1.

For Terhune, the decision to invite the Bus Boys, whose two albums include 1980's critically acclaimed "Minimum Wage Rock and Roll," came at the end of a long process that involved some financial give-and-take with the agents of several acts. The Bus Boys will receive about $10,000 for their appearence here, not including accomodations or the cost involved in actually preparing for the concert. Tickets for the show will be about ten dollars each.

"Affordability was a major factor in our decision," said Terhune. "Acts like Jimmy Buffett can get from $35,000 to $50,000 for a show, and we just can't afford that."

Other acts that were considered in the "affordable" range were Arlo Guthrie, The Temptations, Greg Almann, and Dickie Betts. But Terhune thinks that the right choice was made: "they (the students) seemed to want a dance band," he said.

Terhune said that booking acts in Middlebury in the middle of winter is not an easy task, and that a number of bands are disuaded by the relatively small attendance (around 1500).

The Bus Boys have garnered praise for their strong live performances, and have opened for acts like Linda Rondstadt and the Stray Cats, as well as opening for Eddie Murphy on his "Delerious" tour.

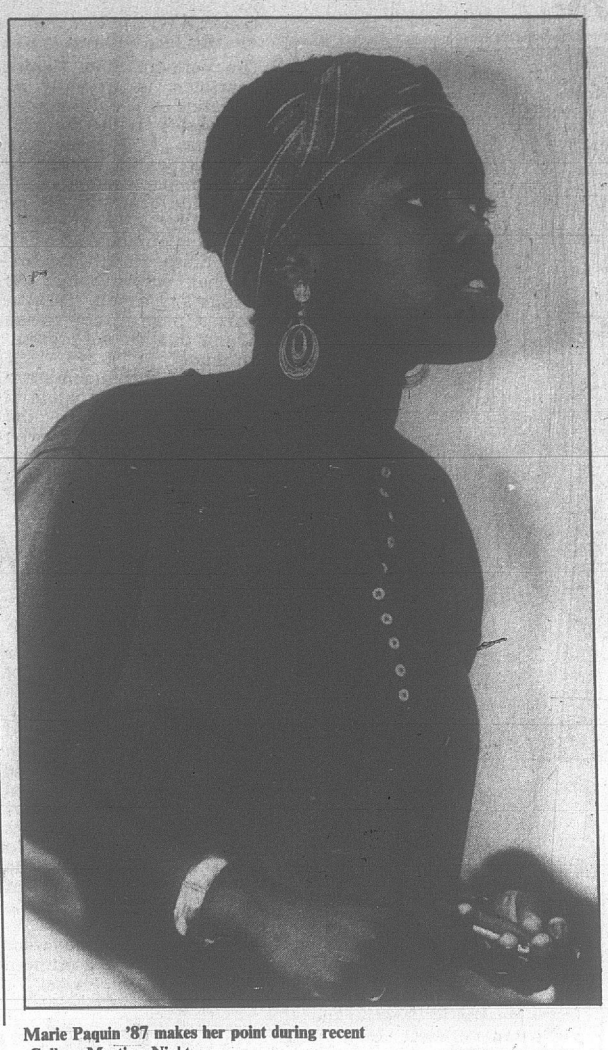
USA Today ranks Midd

College News Service

Middlebury, Vt.--In a recent survey conducted by *USA Today* in cooperation with the College Board, Middlebury College was once again ranked among the most selective colleges in the country. Using data, which is more than a year old, the study ranked the colleges in the country that accept less than half their applicants and whose students average at least 1200 on the Scholastic Aptitude Tests. These are criteria that the creators of the study deemed to indicate that a college is among the most selective.

The study found 46 colleges that fit the criteria and Middlebury College ranked 16th. The list included the Ivy League schools and three state universities. Leading the list were the U.S. Naval Academy and the U.S. Military Academy both of which are tuition free. Stanford University was ranked the most selective institution after the military academies, and was followed by Harvard/Radcliffe, Princeton, Yale, and Brown. Middlebury ranked fourth among the 19 liberal arts colleges included on the list.

Discontent aired on college meeting night



Marie Paquin '87 makes her point during recent College Meeting Night. (Photo by Fred Beckham)

By Kevin M. Barry

All College Meeting Night, sponsored by the College Democrats, was held Monday at 7:30 p.m. in Munroe Faculty Lounge. Approximately seventy students, several Deans, members of the administration, and faculty were present. President of the College Democrats, Kevin Levitas, described the meeting as an "open dialogue between students, faculty, and administration."

Ten college related issues were originally proposed for discussion. They included: dorm damage, security on campus, athletic policies, the minority situation on campus, the lack of adequate laundry machines, cigarettes, parking, the new student center, the establishment of a new faculty lounge, and gay students at Middlebury. Due to time constraints, only two issues were actually discussed: the minority situation on campus, and current security policy in the wake of the recent assault and harassment incidents.

Several students voiced their discontent over the minority situation on campus. They charged that the administration is failing in its attempt to address what they perceive as a problem unique to minorities at Middlebury. One minority student passionately asserted, "I cannot recommend to any Black student that he or she come to Middlebury- because of a significant lack of a minority academic, psychological, and social support system." Many students at the meeting believed that a significant contributing factor to this problem is a lack of a "racially diverse" faculty.

Over the course of the meeting, several solutions were proposed to help rectify the situation. One student suggested that the Junior Counselor and House Director orientation programs be restructured to deal more directly with the special needs of minority students. Additionally, Dean Wonnacott stated that the administration is in the process of altering the current tutoring system. "It's bizarre and awkward," she said. She believes that changing the system will be a positive step towards aiding students with academic problems.

Most agreed that hiring minority faculty members is the most crucial step in making Middlebury more appealing toward minorities. But one faculty member cautioned, "Finding qualified minority faculty requires recruiting methods outside the normal practice." One Administrator stated that Department Chairmen are expected to actively recruit minority faculty specifically by placing advertisements in the magazine ***Black Scholar***.

Other proposals mentioned include making the pre-enrollment program more intense to better prepare students for the rigorous demands of the Middlebury curriculum, and finally constructing a more racially diverse approach to student recruiting practices.

The second topic of discussion involved the college security policy. Students voiced complaints that not enough was being done to help prevent assaults on campus. Security Chief Fred Spencer stated that, "So far this year, there have been two assaults and six indecent exposures." He stressed that the main problem that his men have in dealing with the intrusions is that Middlebury females generally don't report the incident immediately. Students, however, argued that Security simply is not tight enough.

Proposed solutions to deter future harassment included: placing locks on bathroom doors; instituting a shuttle bus system; reinstituting the payed student patrol; implimenting a new Residential Assistant program of experienced, payed personnel; improving the lighting on campus; and locking the entrance ways to the dormitories.

College Democrat President Kevin Levitas appeared pleased with the informal meeting and the proposed solutions that came about. His organization plans to have another All College Meeting Night in late February. However, Levitas cautioned that if students want to see changes, they must continue to levy pressure and make their voice heard.

continued from page 1

BOYER ON COLLEGE EDUCATION

study found that 83 percent of faculty said that students came unprepared for college and forced professors "to spend too much time and money teaching what students should have learned in school." The solution, said Boyer, "lies in better pre-collegiate education. Colleges should work internally with the nation's schools and especially in the area of language. This is the nation's challenge: does anyone really believe that reading, writing and speaking are the core of education? A college-level education must promote these goals." He noted, "May I celebrate the commitment of this college to a basic writing course."

The debate over general versus specialized education is another point in the report. Students surveyed said general requirements are "an irritating hurdle," whereas the academic major is popular with both students and faculty. Boyer called the division "an unhealthy separation. During the collegiate experience we should be trying to put the pieces back together, not create a division. It's foolish to talk about a rigid core curriculum, but I am equally troubled by an arrangement in which students cannot put things in perspective and make connections. I find it remarkable that this debate has such a powerful hold in this country and no other."

Boyer cited two goals of an undergraduate curriculum: helping students become independent, self-reliant and appreciative of their differences and individuality, and allowing them to place their own lives in a larger context. "We have been more successful in the first goal," he said. "We suggest in the report an integrated core, a thematic approach to a general education in which we use disciplines as means to a larger end of insights. Can we share commonalities and themes that make us truly human?" The report proposes an enriched major which will allow students to pursue some aspect of education in a broader perspective.

"In too many places skills have become ends and students' visions have become narrowed," Boyer noted. "I think that the value that the professional brings to the work is as important to the work itself. The major should be a path to culture through specialization. Colleges teach most effectively competence in the major but not as effectively competence in what end the major is used."

He praised Middlebury's Winter Term. "I'm delighted with what's happening here at Middlebury in the 4-1-4 pattern. This term is a means to discover what's happening to us. We can come out of our separate boxes to go into the freshness of inquiry for transcending themes. An effective undergraduate experience is also shaped by life outside the classroom. As I read the prospectus for these Freshman Seminars they addressed the questions of how to deal with larger questions and I applaud you for it. A university can be measured by the quality of its quest."

He also addressed the question of measuring teaching at a small college. "Teaching is not well-honored on most campuses," he said. "Publishing is emphasized more. I believe research should take place in a university or research college. I'd like to see more creative thinking about scholarship."

When asked if he acknowledged an ivory tower effect that sometimes exists at small colleges, Boyer admitted the danger is "that the community may be so insular that it won't provide social or intellectual stimulation. A college has to keep open to diversity and co-mingling. At sprawling institutions, however, there is often no community. We must integrate the total fragmentation or push out the total constraint. We are made rich by contrasts."

A student-faculty lunch for the Freshman Seminar program found students and faculty discussing these questions among themselves and with Boyer. After lunch, a panel debate took place in Dana Auditorium, where President Robison, Political Science department chairman Eric Davis, senior Urszula Kotlow, Dr. Boyer and the audience discussed liberal arts institutions.

"A liberal arts institution stands out in terms of college loyalties," said Boyer. "There is some greater sense of identification with the college. Those who are going on to college will be the decisonmakers of the future. The undergraduate experience must help students see connections and relationships. We are guided through our mentors, who demonstrate in

President Robison, Dr. Ernest Boyer, Urzula Kotlow '87, and professor Eric Davis during Tuesday's panal discussion.

"Culture of Stereotypes"

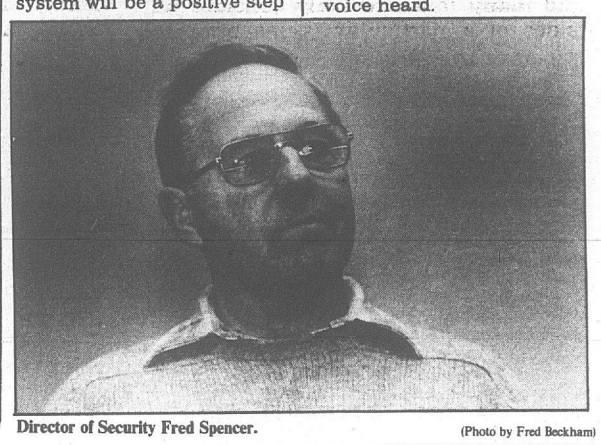
French Club, I.S.U., and B.S.U. to sponsor symposium.

By Ria Stein

"Do We Really Understand Each Other?" This is both title and central question of a symposium that the French Club, the International Student Organization and the Black Student Union are currently organizing for January, 24th. It addresses the issues of stereotypes in our culture as a common way of dealing with other cultures and with minorities within our society. Muriel Molinie conceived the idea and initiated the unusual cooperation. The group of students and faculty members planning the event expect wide interest and participation inside the college community as well as beyond. Two panel discussions will approach the "Culture of Stereotypes" from different angles.

The first discussion, "Looking at Others", will deal with our labeling of other cultures. More specifically, the panel will in short presentations explore Western stereotypes of India (Ellen Basu), modern Japan (Don Wyatt) and images of Asia as presented in movies (Hiro Kanagawa). Nicole Gray will speak about cliches of minority life within the American culture, and Gehane El Sokkary will examine Western images of Arabs

The second part, "Being Other at Middlebury", will focus more on the personal aspects of stereotypes - the individual's experience of being different in his/her social environment. In sharing with us their respective experience of being black or gay at Middlebury, Marie Paquin and Richard Cornwall will take a closer look at minorities inside our own community. Mary Ann O'Donnell will reflect upon her time and her experience as a Westerner in Taiwan, and Karan Capoor will give his personal impressions of Americans from a foreigner's point of view. In concluding the symposium, Roddy Reid will introduce the French movie "Tea in a Harem" which protrays North Africans in France. A coffee break and a dinner will provide opportunities for informal and open discussions, sharing of opinions and intellectual exchange.



Director of Security Fred Spencer. (Photo by Fred Beckham)

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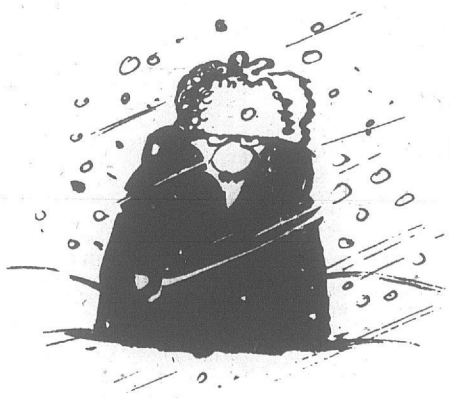

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The COLLEGE STORE

Barbara Jordan Profile: A life in the public eye

By Jeanie Zeituogel

Barbara Jordan, whom president Olin Robinson has called "one of the truly great Americans of our day," will be coming to Middlebury College to speak at Commencement. The first woman to serve as a Senator to the Texas legislature from 1966-1972, she was also the first black woman ever to be sent from the South to the United States Congress where she served for three terms from 1972-1978, and overwhelming achievement in a relatively conservative state. During her term in the Texas Senate she fought against discrimination and furthered the Civil Rights movement, helping pass bills such as the Fair Employment Policies Act and playing an instrumental role in the creation of the Fair Employment Practices Commission. Just after having been sworn into office as senator, Ms. Jordan received a wire from Lyndon B. Johnson to join him and a few others in Washington to discuss civil rights, intergration, and most notably, the Fair Housing Bill. Unlike major civil rights leaders who had not been invited or had declined the invitation, Ms. Johnson lacked notoriety and was an unfamiliar face. After this meeting with the President and his endorsement of her, however, this was no longer the case. Instead she was considered "a practical politician who understands reality." In 1972, she was President Pro Tempore of the Texas Senate, and that same year on June 10 was sworn in as "Governor for a Day," the first black woman to hold the position of "governor" in United States History. Her father, seriously ill, died the next day, and a headline in The New York Times read: FATHER SEES DAUGHTER SWORN IN, DIES NEXT DAY.

In November 1972 she was elected to the United States House of Representatives. There she was instrumental in amending the Voting Rights Act, expanding its coverage and providing for bilingual ballots, the repeal of the federal authorization of "fair trade" laws which sanctioned vertical price fixing, and constructed the Jordan Amendment for the LEAA (Law Enforcement Assistance Association) which would prohibit discrimination in the allocation of federal funds.

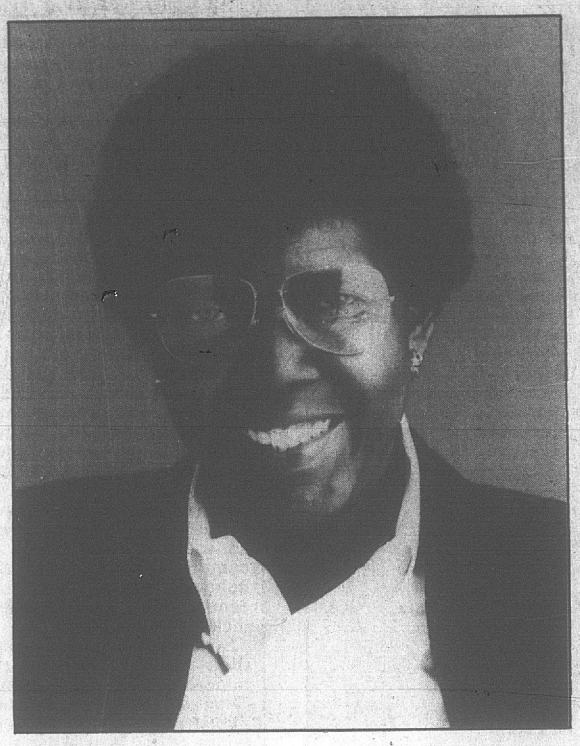
During the 1974 Watergate Trials Ms. Jordan, a member of the Judiciary Committee investigating Nixon, made her mark nation-wide as a captivating orator with a "commanding presence and a bell-like voice... "

She was considered by Paul Rodino, the chairman of the Judiciary Committee, as being "articulate, balanced, not extremist...displaying the ability to be concise and precise, but not aggressive. She was the one who sat and listened; she followed my lead. I look upon her as a protege.."

She began her presentation on her position regarding the impeachment of Nixon with the words "We the people—it's a very eloquent beginning...I felt for many years that I was discluded from 'we the people', however through the process of amendment, interpretation, and court decision, I have finally been included in 'We the people...' She went on to explain the Constitution and that "..my faith in the Constitution is whole..I am not going to sit here an idle spectator to the ..destruction of the constitution..." She explained to the American people the nature of impeachment and the offenses the the President and his cabinet had committed against the state. She awed Americans across the nation with the speech, and afterward one described her as being "larger than life..everyone was in love with her."

Although it was a painful path to take, she remained steadfast in her views on the impeachment trials, and was truly disappointed when, after resigning, Nixon admitted to having lied during the proceedings. What was perhaps even more anguishing was Ford's pardoning of Nixon, which was done while she and a few others were in a small province in China, sent there to further the relations that Nixon had established with the PRC.

1975 was International Women's Year, and Time Magazine selected her as one of the 10 " Women of the Year" for 1975, alongside women like Betty Ford and



Barbara Jordan.

Ella Grasso. In the article, Ms. Jordan was described as "..the stern eloquent Democrat from Texas, already commanding more respect and power than many representatives can look forward to in a lifetime..."

Ms. Jordan has endorsed the ERA, federal funding for abortion, and has argued to extend the ratification of the ERA another seven years. In a speech made at the Lyndon B. Johnson School of Public Affairs in Austin in November 1975, Ms. Jordan expressed her belief that men "...imprisoned and so confined by their eighteenth-century thought patterns are the ones who need liberating...in order to succeed, the movement cannot lose momentum, but instead must continue growing steadily and be sustained...it involves actualizationg of the thought that we finally evolve from the look inward and the projection outward..."

This appears to be her philosophy in every field: in feminism, civil rights, and in the self betterment of Barbara Jordan. Perhaps this can be explained by her early childhood and the lessons she learned from her Grandpa Patten about the importance of self-sufficiency. "You just trot your own horse and don't get in the same rut as everyone else," he told her.

Barbara Jordan was born in Houston on February 21, 1936 to Ben and Arlyne Jordan. Her father, a strict Baptist, attended the Tuskegee Institute and later became a minister. The Jordans lived in a pink trimmed brick house on Sharon Street along with Ben's father and mother. The house was crowded but filled with music, and Ben's wife Arlyne would try her best to keep life peaceful. For all his strictness, which Barbara Jordan always rebelled against, what Ben Jordan most wanted for his three daughters was an education. Therefore, when Barbara Jordan announced her desire to go to Boston University Law School, Ben Jordan was more than willing to lend his assistance.

Barbara Jordan was in her junior year of college when the *Brown vs. the Board of Education* decision repealed the *Plessy vs. Ferguson* Act that condoned segregation. Ms. Jordan believed that desegregation would come quickly. This, however, was not the case, and it was at this juncture that she began to think seriously about civil rights. After graduating Magna Cum Laude from Southern Texas University, she went on to pursue her law degree at Boston University and was one of two women in her graduating class of 1959.

Phyllis Armstrong('60), a schoolmate and friend of Ms. Jordan's who now practices law in Middlebury, describes Jordan as she knew her in law school: they were dormmates from 1957-1958. On Saturday nights she and Ms. Jordan were the only ones in the dorm and they would study together. She remembers her as a woman with a great sense of humor and a wonderful singing voice which she compared to Odetta's rich alto. Jordan's speech was always eloquent, Armstrong went on to say, and the women lawschool students would always attend her court preceedings.

Ms. Jordan went on the set up her own law practice in Houston (which she ran from the dining room table in her father's house) as well as working as the Administrative Assistant to the County Judge of Harris County where she lived. During her free time she worked on the campaign to elect John F. Kennedy and Lyndon B. Johnson, where she helped develop a blockworker program to work in the predominantly black communities. As a result, eighty percent of the vote turned out in those communities, the largest turnout ever. This helped her gain recognition and as a result was asked to speak for the Harris County Democrats, a group she refers to in her book "Barbara Jordan: A Self Portrait" as being of "..a liberal bent". This was however, her first exposure to politics and the political circuit.

Barbara Jordan has been the recipient of many honors and degrees during her career. In 1976, after having endorsed Carter in his campaign, she was asked by many nationwide if she would accept a nomination as a cabinet member for the Carter Administration. Some asked her if she would ever run for President. Her reply was that one day there would be a woman or a black President or Vice-president, but that at that time she was not thinking in those terms. In truth, she was considering the possibility of returning to private life, to address national issues, and to be more involved with the entire nation rather than just her district alone. A junior legislator, she saw herself in the role of a senior legislator, playing more the instructing role rather than the legislating one. She puts her position well:"..how many Presidential pens can one person collect?" It was time to move on to things other than discussing and passing legislation.

In 1979, Barbara Jordan joined the Lyndon B. Johnson School of Public Affairs as a Public Service Professor. In 1982 she became a holder of the Lyndon B. Johnson Centennial Chair in National Policy at the LBJ School of Public Affairs at the University of Texas at Austin.

The list of the merits and achievements of this woman is very long and distinguished. Among other things in September 1985 she was appointed by the Secretary-General of the United Nations to serve on an eleven member panel to conduct hearings on the role of transnational corporations in South Africa and Nambia. In 1984 she was the recipient of the Eleanor Roosevelt Humatities Award. She has hosted a program on PBS called "Crisis to Crisis with Barbara Jordan" which premiered in 1982, and has been selected by a host of magazines and other institutions as one of the most influential women in America.

Barbara Jordan has received 27 honorary degrees from institutions around the country, including Harvard and Princeton. In May 1987 when she comes to address Middlebury's graduating class she will receive one from here as well.

Red measles hazard to Midd?

By Jacob Brown

The Vermont State Health Department is presently investigating an outbreak of red measles in the town of Vergennes. The virus is a potential health hazard to small, compact communtites like Middlebury College because the disease is very highly communicable.

The State Health Department has requested that the College's Parton Health Center immunize those students that are not presently immune.

The following students are considered to be in potential danger of contracting the disease: all students who recieved measles vaccinations before 1967; those who received it before the age of one year; any student who has insufficient immunization data.

According to Nancy Cutting, Administrative Director and Head Nurse at the Parton Health Center, "The College student age group is highly susceptible" to red measles, because of past vaccination practices. In recent years, there have been cases of students dying from complications related to the disease.

The disease is airborne. In other words, one can contract the disease even by speaking at close range with an infected person' direct contact is not necessary for contraction.

The measles' incubation period is 8 days. An infected person is contagious 4 days before symptoms arise, and remains so until 4 days after they disappear.

Typical symptoms of red measles include a fever near 101, an immacula papular rash covering the entire body, kipleck spots in the mouth, a cough and a runny nose.

Cutting very strongly recommends that students who notice any symptoms of red measles report immediately to the Parton Health Center for an examination. Those students who are notified by mail that they need vaccinations are urged to get the immunizations as soon as possible.

The vaccination is virtually painless. "It is a shot," admitted Cutting, "but it's a very small needle."

Plans unveiled for new darkroom

By Tom Urban

The college unveiled plans this week for a new state of the art darkroom. Come this Spring, Forest dormitory will house the new facility and two separate darkroom areas. The facility will be available to recreational photographers on some sort of "sign up" basis. Student publications will still hold priority on the larger of the two darkroom areas but downtown will no longer the only alternative.

Last year **The Campus** went looking for a new darkroom on a proposed site in Hepburn. As the administration began to look into it, they realized that the photography facilities on campus were inadequate for everyone. Out of this, came a proposal for a facility in the basement of Forest dormitory between the mail room and the laundry room that was approved this fall. The adminstration then collaborated with a local photographer/designer Eric Borg to draw up a set of plans.

The cost of this project is approximately $50,000. This will be divided into two parts. The first will be $40,000 for the building of the facility that will come out of the school budget. The remaining $10,000 will be used to outfit the darkrooms with equipment such as enlargers and light tables. This money will come out of the student fund. The school plans to pick an outside contractor in the next few weeks and if things go as scheduled construction should be underway by February and completed sometime in April.

Prof's denied reappointment

continued from page 1

Unlike most other professions, in which promotion is an ever changing process with few specific deadlines, the path to tenured professorship follows a very clearly defined procedure and timetable during which teachers are either promoted or fired, with no middle ground. This assures that no one remains an instructor for life.

But since the requirements for promotion are carefully stated in the Middlebury College handbook, a candidate can pursue an exact agenda which he or she thinks will lead to tenure. When it does not, the candidate and sometimes students and other faculty feel cheated.

Albanese believes that his unfavorable review was based largely on the opinion of one senior member of the economics department who attended one of his class lectures and did not like it. He also feels that his field, behavioral economics, is not as highly regarded by the department members as it should be, especially given the respect it has garnered in other scholarly circles.

Albanese, who completed his doctoral thesis and a year of teaching at Harvard, serves on the editorial board of the two leading journals of behavioral economics.

Stanley Bates, professor of philosophy and one of the three members of the COR, asserted that teaching was the most important factor when a faculty member is under second review, though he pointed out that research and teaching are, to a large degree, inseparable.

According to Albanese, his student recommendations were generally positive. The head of the economics department Student Affairs Committee, John Woolley, confirmed that the SAC letter to the COR recommended reappointment on the basis of a poll of economics majors.

Albanese, with the help of colleagues from within and without the College, has prepared a lengthy argument which will be presented to a three member appeals committee today.

A homogenized faculty?

The tenure system at Middlebury has been under especially close scrutiny in recent years as a result of controversial decisions here and at other colleges and universities around the country. Most notably at Middlebury is the case of Dale cockrell, former assistant professor of music, who is suing the College for allegedly violating Handbook procedure during his review. The Vermont Supreme Court subsequently ordered the College to open its files and provide the court with the documents involved in the decision. If the decision is upheld in the pending appeal, it could be an important precedent, especially if it goes to the U.S. Supreme Court.

The previous COR resigned in protest last year when President Robison overrode its favorable recommendation of Ray Carney, assistant professor of English. The President's action, which marked the first time in Middlebury's history that the COR's decision had been reversed, was allegedly based on departmental politics—Carney simply didn't get along with other members of his department.

Christopher Wilson sees benefits in the controversy. "All of these situations have led to an improvement in the system," he said, but he feels that further changes are necessary.

In a meeting with the COR and senior administration members on Wednesday, Wilson urged that the school do more to encourage senior faculty members to work with junior faculty members to help them develop their teaching ability and to exchange ideas.

Nelson and Albanese made similar arguments; both called for greater "communication" between junior and senior members of each department.

Wilson also argued that the COR be given "release time," so that their "teaching load be in proportion to the number of reappointment decisions that they have to make."

The Albanese decision invites a question that surfaced in the Carney and Cockrell cases as well as the case of Douglas Anderson, former assistant professor of theater—to what extent will Middlebury tolerate innovative, out of the mainstream approaches to standard disciplines? Cockrell's field was the sociology of music, Carney and Anderson specialized in contemporary and controversial literature, drama and film.

Albanese's work in behavioral economics is not taken seriously by some proponents of the traditional approach to economics, which emphasizes mathematical models rather than psychological, human factors.

Bates said that "the curricular needs of the department do figure into the COR's decision, and there's room for that in the rules." As new areas of scholarship develop each department at Middlebury will have to decide how to balance the emphasis on traditional disciplines with new insights in each field, insights which will inevitably compete with, as well as enhance, mainstream approaches.

Food Fair: the results are in

By Andrew Frey

The Middlebury College Food Service has already begun to alter the food menu according to the results of the student poll conducted on November 13. The student poll indicated that many students favorites include pasta dishes, sliced meats such as roast beef, turkey and london broil, and fried chichen products. Also mentioned as preferred dishes were pizza, soups and steak.

Many students mentioned their least favorite dishes as being casseroles, vegetarian recipes, exotic international dishes, fish and pork. According to Ms. Sylvia Geiger-Martin, the Food Service's Nutritionist, the poll's suggestions for the future changes in the menu cited the need for soup at dinner, more deli choices at lunch and dinner, and a call for a return to "basic, American" foods.

The results of the poll have begun to be put into effect. Early this term, the Food Service offered chicken nuggets for lunch, which were first featured at the Middlebury College Food Fair on November 19. Student reaction was so positive to the chicken nuggets that they are now a regular part of the college's menu.

The information from the student poll will soon be bringing more changes to Middlebury's menu.

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FEATURES

Midd Profs: Life outside the classroom

By Sharon Harper

Getting a first job as a professor involves chance as well as hard work. Chance limits which colleges and universities can be applied to by virtue of the fact that the schools are looking for someone with the same training that the applicant has. Prospective professors submit applications for positions for which they are qualified, and hope that they will be granted an interview.

If the applicant is granted a few interviews, he has to go to a week-long convention where interviewers from colleges and universities throughout the nation gather together. Interviewees spend the week going from appointment to appointment and are grilled by each school interested in hiring them. An applicant then has to wait to see if he is asked for another interview. Second interviews take place on campus and are day-long affairs. Often an applicant is asked to give a lecture in the form of a public presentation while visiting the campus. After that, the decision is in the school's hands.

Imagine you're from southern California, or New York City, or Kansas, or England, and you are asked to live, perhaps for a long time, in Middlebury, Vermont to teach at a good, small liberal arts college. If you are married, what is your husband or your wife going to do while you pursue your career? And if you are single, how do you strike up a social life in a rural community? These are common problems that the professors whom I interviewed brought up consistently. But none of the professors, not even those having a difficult time adjusting to life here, were considering leaving Middlebury. It seems that despite the difficulties of living here, the benefits are numerous.

Professor David Rosenberg pointed out that Middlebury is an atypical Vermont town because of its diversity. It draws a diverse population because it is an excellent location for dairy farming, and it attracts a professional population for the county court house, hospital and college. Of the ten professors I spoke with, nine felt that they weren't isolated by living here. The College attracts ideas and movements from outside the community through its lecture series, theatrical and musical productions, and extensive film series.

Within the past 20 years, Middlebury has grown culturally as a community and as a college. Murray Dry, professor of Political Science, told me that there was no Jewish community in Middlebury when he came here in 1968. Although there is still no synogogue, a Jewish community has developed and established itself in town.

The availability of culturally enriching films has increased at the Campus Cinema, as well as on campus. Stephen Donadio, professor of American Literature, who has been here since 1977, recalls that Porky's and Rambo-type movies were perpetually playing downtown. In the three years I've been here, I've seen both *Ghandi* and *Reds* downtown, and although they're inevitably followed by a pop-culture film, they mark a change. Mr. Donadio attributes the marked improvement of eclectic films shown on campus to the dramatically improved facilities in which films and videos can be shown. Consequently, more courses make use of film, keeping a source of outside influences accessible to both students and professors.

It's natural that Middlebury has become enriched in the past 20 years, considering that its population has grown from approximately 5,000 to 7,000 people within that time period. In addition to expanding, Middlebury's economic base is shifting from agriculture to industry. This has more of an effect upon married professors with children than one might anticipate. Professors are naturally very concerned with the quality of education available to their children. Vermont schools are financed through property tax. Consequently, if a school needs to hire another teacher or increase its facilities, property taxes have to be raised. If someone owns a farm that isn't operating because he's moving into industry, and he has no kids, he will have to pay a largely increased tax for a service from which he gains no benefit.

The problem of getting adequate funding to run a quality school is mostly felt at the high school level due to the greater cost of providing quality high school education. Middlebury Union High School serves six towns, all of which have varying economic bases. The lack of unity in the population that the high school serves causes conflict over which programs should be funded.

Another problem is that teachers receive low salaries which forces many good ones to search for jobs elsewhere. Although the high school has its share of problems, some professors would rather keep their children at Middlebury Union than send them to private school. Mr. Donadio, Mr. Rosenberg, and Mr. Bates are among those professors who prefer the public high school. Mr. Bates' oldest child is at Princeton this year, after graduating from Middlebury Union. Apparently then, the education offered at Middlebury Union is only potentionally inadequate.

On the other hand, Mr. Donadio, Mr. Rosenberg, Mr. Bates, and Mr. Dry all agree that the elementary school here is excellent. It is less expensive to run than the high school, draw students from a more unified population, and doesn't suffer from turn-over of qualified teachers.

The public school system in Middlebury is not something that every professor has to deal with, but the lower cost of living in Middlebury, as opposed to that of city living, is one aspect of life that all professors here share. Since an educator's salary is less than most other professionals' salaries, rural life is economically attractive. Rural life is also free of many of the dangers and hassles of city life, and it makes outdoor activity easily accessible.

There is a general consensus among the professors whom I talked with that it is wise to find an enjoyable outdoor activity in order to make rural life more fulfilling. If the activity happens to be connected with snow, chances are that the winter will not seem as dreadfully long. Mr. Veguez, who is originally from Cuba and has been teaching here since 1972, told me that cross country skiing has made his life here much more pleasant. Apparently it has; he has taken only one leave of absence since he's been here, and he didn't even leave Vermont.

Generally speaking, professors who have been at Middlebury for a long time feel tied to the community in some way and enjoy life here. But first-year professors' opinions are scattered by fresh impressions. I spoke with Ms. Millier the morning after she spent a sleepless night catching mice in her new mouse trap. She spent the last five years at Stanford which she explained is "hermetically sealed or something" so they don't have insects or vermin. The other aspect of eastern life which Ms. Millier says she finds distinct from the life in Oregon, is that Vermonters are very reserved. That fact doesn't seem to bother her though because she added that "all you have to do is ask and Vermonters are right there to help you."

When I asked Mr. Baldridge, who is in his first year at Middlebury, for some of his impressions, he looked up from *Paradise Lost*, laughed slightly and said, "I feel like Satan in the Garden of Eden. I've never seen so many happy couples strolling babies in one place before." Although it's hard for single professors to establish a social life within the community, new professors agree that it is easy to make friends among the faculty here. Ms. Henderson spent the last seven years at Columbia University as a graduate student. She taught during that time, but she told me that it was more difficult to get to know members of the faculty there. At a large university professors concentrate more on getting their own works published, which is time consuming and creates a certain amount of isolation. Ms. Henderson told me that she felt it was easier to build a rapport between colleagues here because the small community brings you into contact more often.

Mr. Schine, who has been here for two years, agrees that there is a tendency for colleagues to become social friends with one another. Although that makes work pleasant, he pointed out that this situation has the potential to become uncomfortable if disagreements arise at work and begin to strain friendly social relations.

A solution of sorts to the problem of establishing a tie to the community apart from the College for professors and particularly their spouses, is to volunteer in community organizations or to tutor or substitute in the public schools. This funneling of intellectual interests into the community is what Mr. Rosenberg refers to as the "shadow school." The shadow school of Middlebury branches out into the arts as well as to academics.

A few lucky professors have spouses that are also employed by the college. For instance Mr. Veguez's wife works in the Development Office. But such couples didn't necessarily always have it easy. For two years while Mr. and Mrs. Napier were married, Mrs. Napier taught at Middlebury while Mr. Napier studied at Oxford, England and visited here when he could.

Although there are no easy answers for professors who are trying to adjust to rural life, maintain a social life, or for their spouses who would like to find fulfilling work within a limited job market, it seems that if the problem is tussled with for long enough, satisfying ties to the community can be established.

Second volume of Stameshkin's history of Midd to appear in '88

By Dwight F. Garner

The second and concluding volume of David Stameshkin's history of Middlebury College is tentatively scheduled to be published in the spring of 1988. The book, with a working title of "The Strength of the Hills: Middlebury College 1915-1985," is now in what Stameshkin, the associate dean of students at Franklin and Marshall College in Lancaster, Pennsylvania, calls "rough, rough draft form."

His first volume, "The Town's College: Middlebury College 1800-1915" appeared in 1985. Stameshkin wrote it as his Ph.D dissertation.

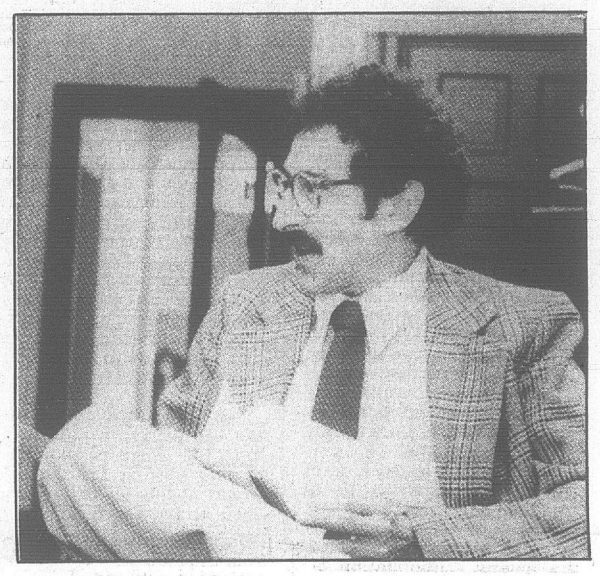
"The title of the new book," Stameshkin says, "is taken from the insciption on Mead Chapel and it is apt in ways that the schools' founders could not have anticipated. The thing, I think, that distinguishes Middlebury from other small liberal arts schools is its location, the beauty of the surroundings."

"The fact that the school was somewhat inaccessible made it less succesful that it might have been in the 1800's and early 1900's." he said. "That same factor later became a major attraction for students and educators. They chose Middlebury over more mundane locations and 'the strength of the hills' became the strength of the school."

According the Stameshkin, the books are "institutional histories," and are edited with the college's input. "The first book was far too long," said Stameshkin, "and I was grateful for the assistance that (Historian-in-Residence Emeritus) Will Catton and a professional editor gave me."

The new book, says Stameshkin, poses problems that didn't come up often during the writing of the first. "For one thing," Stameshkin says, "it's difficult now to be writing about people who are still alive. You can say things about people who died 50 or 60 years ago that you just can't say about a living person. You try to be truthful, but tactful."

"Fortunately," he says, "Olin Robison has done a really amazing job with the college and it's not difficult to be positive. But for the most part I'm staying away from the most recent period—it's too soon to get a good grasp on it. The writing would be more journalism than history."



Another problem that Stameshkin has encountered in the writing of the new book is the "overwhelming" amount of documentation that has to be gone through.

"It was virtually impossible to find information for the first book," he said. "Now there are boxes and boxes to be gone through—nine boxes alone from the (President John) Thomas administration, from 1908-1921."

continued on page 9

The Snow Bowl

By Barb Matusik

Literally hundreds of Middlebury students pour into the Snow Bowl each week. Do any ever stop to wonder how this facility (for which we are all so thankful) came about?

The Bowl's story begins back in 1934 when a man named Paul Moody was president of the college, an obstacle course on snow shoes was a regular part of ski team competition, and the first trails were being cut in Worth Mountain for skiing.

That year the first Middlebury Winter Carnival was held, in which Howard Kelley, the ski team captain, finished second to a Dartmouth racer in the snow shoe cross country competition.

Also, the first ski lessons at Middlebury were being given in front of Mead Chapel in 1934.

A year later, the ski jump at Chipman Hill was under construction, and the first rope tow at the Bowl was rigged to a Model T Ford.

The area continued as it was originally until a man named Joe Jones stepped in after World War II. "When I got to the Snow Bowl, it consisted of only one rope tow and one run. In 1946, I took my plans for the area to Sam Stratton, the president of Middlebury at the time."

Stratton wanted to present his alma mater, Dartmouth, with some stiff competition athletically, and therefore, went along with the idea. "We put in more runs, a parking lot, and a 50 meter jump." explained Jones.

As well as building up the Bowl, he also taught ski

continued on page 10

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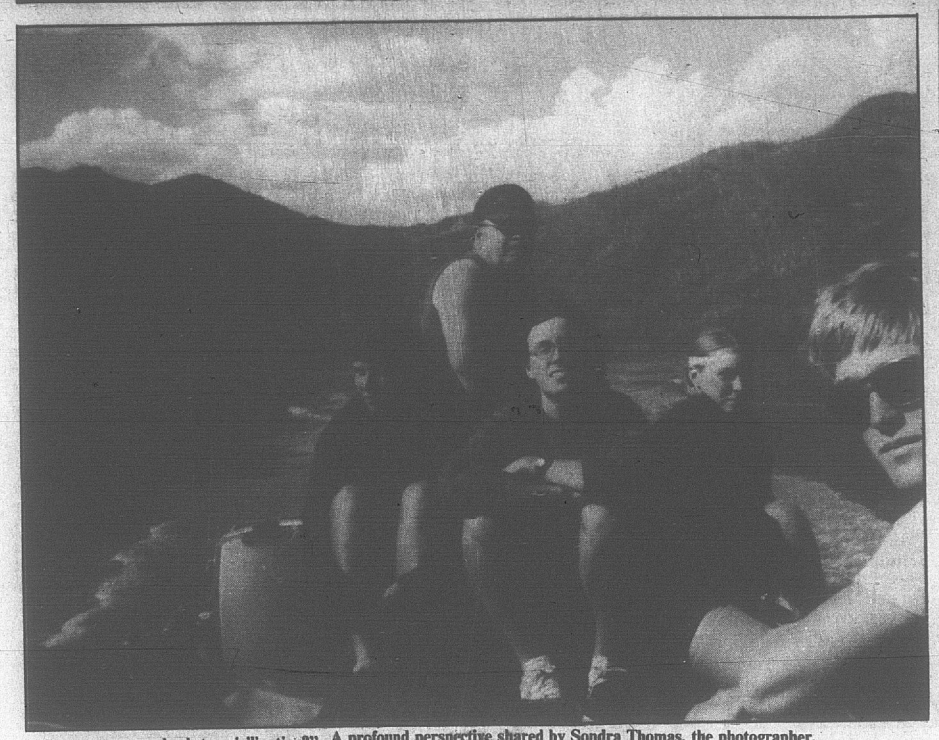


"Sarge returns us back to...civilization?" A profound perspective shared by Sondra Thomas, the photographer.

The phenomonon of Alaska: stories and the Sarge

By Leslie Virostek

"There was this barmaid who heard us talking about all of the eagles we'd seen, and she came over to tell us about how she hated eagles. She didn't just hate them, you know, she couldn't *stand* them. So we asked her, we said, 'Hey, how come you hate eagles so much?' And she said, 'Well, one day, one of them big birds flew over my yard, swooped down like they do, and flew off with my chihuahua. Right out of my yard. I *hate* eagles.' "

Stories. This is the kind of story you are likely to hear in Alaska, for Alaska is not simply a state in the Union-it's a phenomenon. It's wilderness, the Northern Country, the frontier, so far west it's almost east. People go to Alaska to commune with raw nature, to be isolated, to test themselves. Among natural science enthusiasts and outdoorsy-mountain-climbing types, Alaska is it. Anybody who's been to Alaska is hardcore, *National Geographic*. Anybody who hasn't is a lightweight, strictly *Ranger Rick*. At its simplest, Alaska is a place where people go, and they return with stories.

This is a story about a summer field course offered by the Center for Northern Studies, which took place in Alaska. Bob Churchill, professor of geography at Middlebury, was one of the instructors on the trip. Mike Halle and Sandy Thomas are two current Middlebury students who went as well. I interviewed all three of them, but, being strictly *Ranger Rick* myself, I got the feeling that "you had to be there." In the end, however, I found that they had many stories to tell about the course and about their experiences.

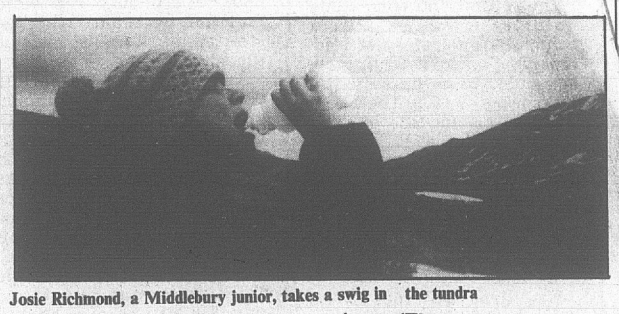
The story of the field course is not unusual. This course has been run by the Center for Northern Studies for the past three summers. Participants can be any age and need not be undergraduate students. The purpose of the course is to expose people to four climatically different environments: the glacial mountain landscape, the unglaciated interior of the state, a young glaciated volcanic mountain range, and the coastal rain forest. In each of these regions, students were expected to observe everything from soils and vegetation to land forms, physical ecology, and geology.

Bob Churchill characterizes the course as "a casual inquiry" in which people learn by experiencing. The students would spend all day in the field, and although they had several written tests, they learned mostly by hiking extensively, taking geologic samples, and crawling on the tundra to identify plant specimens.

Mike Halle told me that a typical day began by getting up between seven and eight in the morning, having a breakfast of bacon and eggs, or oatmeal, or pancakes and heading out for an expedition with pencil and notebook. In the beginning, he explained, the students received a lot of instruction and they asked a lot of questions. By the end of the trip, the students were making their own observations, and the instructors were asking the questions to see how much had been learned.

The story of the trip begins during the first week of June 1986, when eleven students and two instructors met in Anchorage, Alaska. After spending one night in Anchorage, they packed their two rented vans and headed north to Denali National Park.

Alaska has two large mountain ranges, the Brooks Range in the north, and the Alaska Range in the south. Denali National Park is part of the Alaska Mountain Range. While there, the participants in the field course encountered an example of the first of the four regions they would visit: a glacial landscape. They experienced such things as crossing glacial streams whose currents were so powerful that everyone had to link arms and together go through the thigh-deep frigid water. Moreover, while the coastal region of Anchorage had treated the group to moderate summer-time temperatures in the 50's and 60's, the high altitudes of the mountainous Denali region were not so clement. There were days of snow, sleet and freezing rain. I asked Sandy Thomas how cold it was there. She didn't measure temperatures in mercury, she measured them in layers of clothing. At Denali; she needed six, and she was still cold. (Not bad for June!)



Josie Richmond, a Middlebury junior, takes a swig in the tundra

"If the bear attacks, cover your head with your arms. Whatever you do, don't run because he'll chase you," was the not-so comforting lecture given by the other instructor of the course, David Cooper, in a lesson that the students would just as soon have missed. On one of the hikes in Denali National Park, the group reached a ridge and found that they couldn't go up or to the side in any direction. They were about to retrace their steps to go down and find another route up, when a grizzly strolled into the valley, leisurely feeding on berries. Hence, the students found themselves cornered: the only way to go was down, and there was a hungry bear there. They had to wait about twenty minutes for the bear to move on.

The second region that the adventurers explored was part of the unglaciated interior of the state. They drove east to a small town called Eagle, which is on the Yukon River close to the Canadian border. The trip took them six hours on a desolate dirt road. Once they were there, they weren't sure that they were anywhere. Eagle is so far away from anything else that many people who live there have their own small planes.(The town has an airstrip--not an airport--**airstrip**: a big field of grass.) "Eagle is a small town," Sandy Thomas told me emphatically. "How small?" I asked. She replied, "It's so small that the phone booth doesn't have a phonebook. There's just this one sheet of typewritten names, and that's it."

Eagle may have been small and isolated, but at least it was warm. If Denali was a six on the Sandy Thomas clothing-layer scale of coldness, Eagle was a one. This part of the state is known to have the hottest summers and coldest winters. When our group was there in mid-June, the temperatures were in the 80's and 90's. Just the season for a ride down the Yukon River.

The Yukon is a fast-moving river. Since the current carries driftwood and other dangerous debris with it, some skill is necessary to navigate the river. Sarge Waller, a professional river-man and local celebrity, was hired to take the group down the Yukon. Sarge was an ex-Marine who looked like a Sumo wrestler with tattoos all over his body. He was a famous teller of tall tales. Moreover, Sarge appeared in John McPhee's classic book about Alaska, called *Coming Into the Country* (Sarge made sure that every visitor to Eagle was aware of this fact).

Mike Halle told me about their first revealing encounter with Sarge. "Eagle is a dry town," he explained, "there are no bars or liquor stores. Naturally, the first thing Sarge told us was who the town bootlegger was, where we could get a case of beer for twenty bucks."

In his 16-foot open boat, Sarge took the group down the Yukon river. Sandy remembers the trip as both picturesque and educational. You could look up at the beautiful Calico Bluffs and see layers of exposed rock. Sarge dropped the group off on a peninsula about five miles from Eagle, in a very remote area where they camped for four days. This was the most isolated part of the trip. The group just had to trust that Sarge would remember where they were and that he really would be back. "It was hard," Bob Churchill told me, "for some people to deal with that kind of isolation, knowing that there's only one person in the world who knows where you are."

The notorious Sarge did return for them. Next, the group headed south to the mining towns on McCarthy and Kennecott in the Wrangell Mountains. Stay Tuned. This latter half of the Alaska trip will be described in a second article appearing in next week's issue.

AIDS course informs students of a research challenge

By Sharon Fray

AIDS is such a widespread and complex concern that an entire course is being offered on the disease this Winter term. This course, entitled **AIDS: A Challenge for Medicine and Society** covers both biological and social aspects of the disease. It is being taught by the two most recent biology department members, Pam Small, and visiting professor Robert Cluss.

The history of AIDS in the United States goes back less than 10 years. According to Cluss and Small, AIDS first appeared around 1979. At that time, an unusual disease was reported in the male homosexual population involving swollen lymph nodes, persistent fever and fatigue. By 1981 a rare type of pneumonia and a rare skin tumor was recognized among homosexuals, particularly in the New York and San Francisco areas. Although the disease was suspected to be infectious, there were many red herrings in determining the causative agent.

For a while, scientists thought AIDS was caused by some particular aspect of the homosexual lifestyle. In 1983 the virus was finally isolated and the disease, AIDS, was recognized. Around the same time, the disease was reportedly found outside the male homosexual population among intravenous drug users and hemopheliacs. It is now known as the HTLV-III virus. This virus appears to have come from Africa, where it is widespread in both the homosexual and heterosexual populations.

Small says that the virus attacks by killing T-lymphocyte which are also known as "helper" cells that mediate the body's immune response. The disease is fatal in almost 100% of cases. Death usually occurs within two years because of infections which the body cannot fight. The two most frequent causes of death are Pneumocystis Carinii, a type of pneumonia, and Kaposi's Sarcoma, a cancer which results in widespread skin lesions. The number of AIDS cases has risen dramatically from less than 100 in 1979 to over 5000 in 1985. It is expected to continue increasing at an alarming rate. According to Small, it is now estimated that as many as 1 in 200 people could be carriers of the disease.

Concern about the spread of AIDS is now a major social issue. Small, who once lived in the San Francisco area, has been aware of fear among male homosexuals for many years. "Just about every gay I knew knew someone who had died from the disease," she said. Now that AIDS has spread to the heterosexual population, funds are finally pouring into AIDS research. The Center for Disease Control devoted $126 million this past year to AIDS, over 2 times as much as the 1986 budget.

The expense of health care for AIDS patients is also a concern. Press coverage of the disease has been widespread, often generating needless fear over the possibility of contracting the disease. Many AIDS victims have lost their jobs. Also, parents have kept their children out of classes when AIDS victims were allowed to attend.

Pam Small and Bob Cluss persue recent literature on AIDS.

These fears are now known to be irrational. There are no known instances of AIDS being transmitted through casual contact, such as ordinary kissing. Scientists emphasize that living or working with people who have AIDS poses no risk of contracting the disease.

However, Cluss and Small stress that AIDS is still a very frightening disease and it is spreading very quickly. There is a lot we still do not know about the disease. AIDS can be transmitted through blood and semen. All pregnant women who are infected by the AIDS virus transmit the disease to their babies. Health agencies urge individuals to exercise extreme caution when engaging in sexual activities. Everyone agrees that condoms are very important as a preventative measure in oral, anal and genital sex.

Now that heterosexuals make up 7% of all AIDS victims, the only sexual relationships that pose no risk at all are those couples who have had a completely monogamous relationship for over five years. Because the incubation time of the disease may be anywhere from two to five years or more, there are many people infected with the disease who seem perfectly healthy, and may not be aware that they have AIDS.

For this reason sex education has been encouraged as an important control measure. Other proposed controls include programs to distribute clean hypodermic needles to drug users to discourage their tendency to share used needles. Finally, researchers are working to develop accurate testing procedures to detect AIDS. The problem now, says Small, is that there are too may false positives. The test reveals the presence of antibodies the body has made in response to being exposed to the disease, but does not detect whether the AIDS antigen is actually present in the body. Also, only 2% to 20% of those who test positive will contract the disease. This has lead some people to question the value of testing for AIDS.

Prospects for curing AIDS are bleak. A new drug, AZT, has shown some promising results in testing, but it is far from a cure. The drug blocks reverse transcriptase, the enzyme necessary to transcribe the virus RNA into cellular DNA for replication. Blocking the reverse transcriptase enzyme would prevent the RNA virus which causes AIDS from replicating within the body. Unfortunately, AZT does not block this enzyme with 100% effectiveness. However, AZT has severe side-effects and does not always seem to help. At best, it can only slow the progress of the disease. Other efforts to combat AIDS focus on bolstering the body's immune system, but these methods are only marginally effective.

A vaccine for AIDS is also elusive. Cluss and Small say that most of the proteins of the virus have been characterized; this type of information helps researchers design effective vaccines. Because there are many forms of the disease, it is unrealistic to consider that one vaccine could be developed that would be effective in all cases. The virus is also able to travel directly from cell to cell. This makes it a particularly difficult virus to attack. A group of people in Africa who have a related virus seem to be immune to the HTLV-III virus responsible for AIDS . This group is currently being studied to provide clues to curing the disease, but no vaccine exists at the present time. For this reason, it seems important that we all learn as much as possible about this lethal disease. The course on AIDS meets 8:30-10:30 every day in Twilight Hall, 201.

The college has responded to the problem of AIDS by distributing literature and by forming an AIDS task force to discuss policy. In addition, a condom dispenser has been proposed. Specially trained individuals on campus are available for confidential consultations, including:

Erica Wonnacott - Dean of Students
Arlinda Ardister - Assistant Dean of Students
Dr. Ruth Grant - Medical Director, Health Center
Frank Kelley - Director of Residential Life
Karl Lindholm - Associate Dean of the College
Gary Margolis - Director of Counseling
Yonna McShane - Assistant Director of Counseling
John Walsh - Chaplin

Also, Barry Wentworth of the Vermont Health Department can be reached toll-free at 800-882-AIDS to answer questions and arrange confidential testing.

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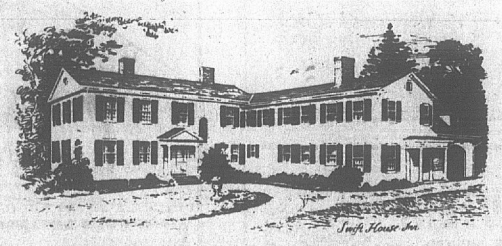

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ARTS

Odetta plays to packed house

By Michael Hornsby

On Saturday, January 10th, Middlebury's Mead Chapel was the sight of another outstanding musical performance coordinated by the Middlebury College Concert Series. Odetta entranced a full house with selections from her repertoire of American folk music. One of the biggest audiences I have seen for a series event was not disappointed by an evening of true beauty provided by the equally robust and delicate voice of Odetta. Accompanied at times by her own guitar, and often not at all, Odetta turned in a remarkably timeless performance.

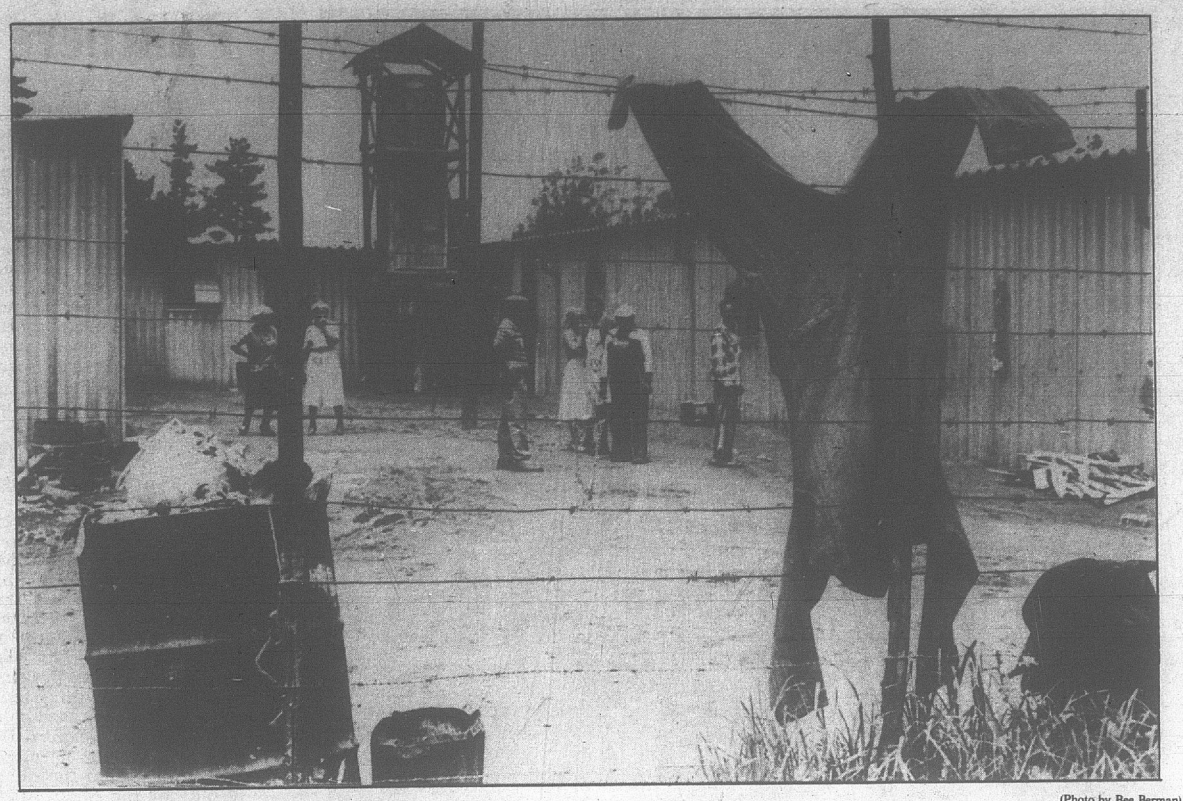
"Folk" may be the most enigmatic of all the labels we apply to music. I recently heard folk music described on a radio broadcast as "those songs people sing when they get together." Odetta did her part in putting the enigma to rest by showing that folk music, as the true music of people, is by nature a general category. Vague roots of some folk songs are well known, whereas others can only be described as traditional, meaning there is no one left on earth who knows where the song came from. They are songs of beauty, pain, love, and suffering, and no one else gives the ageless tunes the poignancy and power of Odetta.

Upon taking my seat I was struck immediately by the variation in age of the people around me. From infants to octogenarians, the representation was extraordinarily even, and the expectation unanimous. When Odetta's large figure gracefully approached a stool, and the delicate issue of flash-pictures had with graceful humor yet undeniable sternness been put aside, the hall instantly fell silent. What was then introduced as a traditional song of the Georgia Sea Island sailors erupted from the stage in a chant of power and frailty which riveted the audience from the first note. The song was "Kum Ba Ya," the first of many during the evening which would unite all ages in recollection. As I travelled back to grade school music classes, I tapped my foot and began to hum. So did my neighbor. And the gentleman upstairs, and so on. Sensing an audience that could verily burst with its suppressed rendition, Odetta quickly relieved the repressed voices, and demanded that we all sing along. The short selection set the tone for the entire evening, as the demarcation between performer and audience was often disregarded.

While the audience sang willingly, often, and with fervor, Odetta's amazing voice controlled the room's atmosphere. Classically trained, and honed by thirty years of performance, the range of her voice was continually fantastic. With subtle power, then lilting tremolos, she followed love with slavery, suffering with hope, changing the emotion entirely in a single note. This talent was most apparent in the suite of songs which ended the program. Playing for twenty minutes or so, either unaccompanied or with guitar, humming or singing, she suggested that people close their eyes, and wander. Alternately soothing and frightening, Odetta's songs were good for travel. It was an evening of beauty and emotion as well as humor and mysticism. Displaying an ease with the audience from the moment she entered, Odetta remarked between two songs that she thought she had been to the Chapel before. But she laughed it away, claiming that it might have been a hundred and fifty years ago. Although the remark passed quickly it stayed with me throughout the show. There was a timelessness to Odetta that I think touched everyone. Her age was not mentioned in the program, and one's guesses would have changed throughout the evening. Alternately she was twenty-five and full of the anger of a black person, and a fulfilled woman of sixty, blissful in the flower of life. With a voice that conjured images of Ella Fitzgerald and Joan Armatrading, and a contagious smile of love, Odetta convincingly sang for us the songs of people.

For thirty years Odetta has been performing, and a trace of impersonal professionalism would be entirely expected. Such impersonality could not have been more absent. In her rendition of children's songs, "Go In and Out My Window," "Michael Row the Boat Ashore," "Kookaburra," and her own version of a song Winnie-the-Pooh would sing, Odetta touched each member of the audience in a different way. Likewise I really believe that the audience touched Odetta. When she thanked the hall for its energy and love and returned our applause with her own, it struck me as a genuine gesture. The popular nature and beauty of Odetta's performance made the scene in Mead Chapel more of a celebration than just a concert. Many thanks to Odetta and to the concert series.

Odetta will be at the Flynn Theatre in Burlington later this month.



(Photo by Bee Berman)

Municipal Compound, Lawaaikamp, 1983.

Remains of a dismantled house, Kammaskraal, 1982.

(Photo by Ben Maclennan)

worker compound, Johannesburg, 1980. (Photo by Ben Maclennan)

Johnson Exhibit is Testament to Apartheid

By Jan Gray

"If the facts of apartheid are not enough to condemn it in the world's eyes, these faces of apartheid are worth a thousand facts." So wrote *The New York Times* about "South Africa: The Cordoned Heart," a collection of black and white photojournalistic pictures that depict the conditions of life and work for the great majority of South Africans.

The photographs in the exhibit, which opened January 10th at the Johnson Gallery, bear witness to the unfairness of apartheid society. They reflect the loneliness of the migrant worker compounds, the desperate poverty of the townships and the "homelands," and the weariness and waste that arise from "separate development." The photographs dramatize the meaning of apartheid—the dislocation and disenfranchisement of South African blacks, the poverty effected by economic exploitation, and the efforts of South African blacks to force change. Seen are worker compounds ringed with barbed wire; houses torn down so residents can be removed to "homelands"; workers, forbidden to work near white areas, waiting at 4 A.M. for a bus to make a four to five hour commute to work; and barracks, which house thousands of men separated from their wives and children.

Christine Taylor, assistant curator for the Johnson Gallery, was asked what she thought was most distinctive about this exhibit. "As far as exhibits of art photographs go," she said, "this one is particularly political in content." She also pointed out the following statement from the forward of the book accompanying the exhibit: "This is a powerful and moving photographic statement about one of the most divided societies in the world."

The exhibition is the work of a multi-racial group of twenty South African photographers. It was coordinated by Omar Badsha, a South African artist and union organizer turned photographer, whose pictures are also represented in the exhibit. The prints were selected from more than 1,000 pictures originally submitted by these photographers for the conference of the Second Carnegie Inquiry into Poverty and Development in Southern Africa held at the University of Cape Town in 1984. Supported by the Carnegie Corporation of New York and directed by Francis Wilson, head of the School of Economics at the University of Cape Town, the Inquiry has sponsored more than 300 studies by South Africans from many disciplines. This exhibition and its accompanying book are the Inquiry's first report.

Appropriately (if perhaps unintentionally) scheduled as a precursor to Black History Month, the exhibit will run through February 1st. "South Africa: The Cordoned Heart" is a provoking reminder that the war against the unfair oppression of one race by another is far from over.

"Lots of Fun" from the Land DownUnder

By Colin Blake

Charles Thomas, an Englishman, once said of the Australians: "They have three principles of conduct in general: honesty, individuality, and drunkenness". Such base canards notwithstanding, the charismatic Paul Hogan in "Crocodile Dundee" displays the best of each of these traits. You may have seen him before on commercials for Australia ("Come on down. We'll throw a few more shrimp on the Barby for you."), and more recently for Foster's Lager, an Australian beer now sold in the U.S. The appeal he has in his native country is easily translated to the American market—already the movie has made millions at the box office. Indeed, he is the most compelling part of what could otherwise have been a rather ho-hum movie.

In *Crocodile*, Hogan plays an Australian hunter, poacher, barroom brawler, and part-time outback tour guide who adopts the outlandish name "Crocodile" Dundee mostly to attract tourists. The story begins with Sue, a reporter from a New York newspaper, coming on a tour through the outback jungles to do a story on the famous "Crocodile man." This journey, inevitably frought with tribulations, leads her to the notion of bringing him back to New York, her own concrete jungle. The plot moves predictably, with the adventures in New York, love, conflict, and resolution. But the action moves swiftly and smoothly; moreover, both portions of the film (Australia and New York) are filmed with close attention to detail, which is unusual for this sort of film.

Bringing off the rural, unsophisticated Dundee (who, in the past, had left his wife for an 18 month 'walkabout,' which is an Australian version of the wanderjahr or stroll) as a hero with whom we can identify is enough to bring me to Hogan's next film. He does this with the same expertise that made him a star in his own country. Mel Gibson and Harrison Ford have done the same in their own movies—now Paul Hogan comes into his own. The role, of course, is not anything transcendent or earth-shattering, but he brings it off well enough to make the movie a lot of fun. We share his confusion with the strangeness of New York, and laugh at the ridiculous American customs. We join in the sense of adventure he has about touring this oddball land of Woody Allens and Huggy Bears.

Linda Kozlowski, as Sue, does a creditable job in her own part, and is one of the more attractive actresses now on the screen. The main character, Dundee, is the one we are drawn to, however. It is his trenchant wit and straitforward manner that make the movie. At one point, when Sue asks him about God, he answers, "He's a fisherman too. Ya, me and God—we're mates." That's how this movie is—nothing sophisticated, no hidden messages, but honest fun and laughter. I recommend it to everyone.

Brakhage at Twilight

By Jan Gray

Stan Brakhage, a film artist whose name is synonymous with American independent, avant-garde film making, will appear in person with a program of his own films at Middlebury College's Alexander Twilight Lecture Hall on Saturday, January 17th at 7:30 P.M.

"Mr. Brakhage is one of the most distinguished, best known and most frequently honored film artists working today," according to Ted Perry, the director of the Film Department at Middlebury. Brakhage has made more than 200 films over the past thirty years and has received numerous awards, including the Brandeis University Creative Achievement Citation, a Rockefeller Fellowship, *Film Culture*'s Independent Film-maker Award, and an Avon Foundation Grant. His films are represented in most of the film archives around the world. He has received numerous screenings at film festivals and museums, including the Museum of Modern Art and the Whitney Museum of American Art in New York, both of which have given him major retrospectives.

"Brakhage holds a place in American cinema comparable to Jackson Pollock's place in the art world," said Annette Michelson, distinguished visiting professor of film. "He has made the filming of daily existence a kind of extraordinary poetry."

This appearance by Stan Brakhage is co-sponsored by the Middlebury College Department of Theatre, Dance and Film and the College Street Film Series. There is no charge for admission and the public is cordially invited to attend.

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SPORTS

Panthers drop Ephmen 7-1

By David Toman

Coming off a tough weekend away from home which saw the men's hockey team tie UMass/Boston 4-4 on Friday and lose to Babson College 8-4 on Saturday, the Panther skaters came home to a challenge in facing Williams on Tuesday night. So far this season the team has had a problem scoring. Thus the good news brought home from Massachusetts was that the Panthers had managed to score eight goals in the two games.

Williams, 2-5-1, and struggling perhaps as much as the 1-6-1 Panthers, posed a challenge for Middlebury. Arriving at Duke Nelson Arena, the Ephmen discovered a packed house and a Middlebury team that would play superior hockey for three straight periods.

Middlebury dominated the game, a game that on paper may perhaps have appeared equal. It was anything but. If shots on goal are used as the only indication of play, Middlebury's 45 to 33 margin surely illustrated the quality of play by the Midd offense. The defense, especially the phenomenal goaltending of freshman Steve West and fine play by Paul Bottino, Ned Parsons, and Peter Britz, contributed equally to the team's outstanding 7-1 win.

The first period was characterized by dominant Middlebury puck control that had Williams frustrated early. The so-called "special teams" of hockey, penalty killing and power play lines, also established an early presence and key play. Middlebury's first goal, a power play goal a quarter into the first period by Scott Farr gave the Panthers a 1-0 lead. Farr, assisted by Mark Schille and Paul Bottino, had all the time he needed to pick a spot and score a goal that put Midd ahead to stay.

Williams, although they had ten shots on the Midd net, could not get in well enough to disorganize the Panther game, and on the few occasions they did, goalie West foiled them consistently.

The Panthers came into the second period flying. Within the first three minutes of play in the second period, the Panthers stretched their 1-0 lead to 3-0 and scored two more goals for a four goal second period that took the Ephmen's hopes away. The first goal came on a slapshot by Paul Bottino. The second goal of the period which put the Panthers ahead 3-0 was scored by Mark Schille on a wrist shot from the right as he reached for a Scott Farr pass and spectacularly scored just as he lost his balance. The third goal of the period was scored suddenly as action came in from the left side, the Williams goalie moved right and Chris Hopkins took a Charlie Burchard pass and put in the puck in a half-open net. Good defense by Parsons and West's goaltending kept Middlebury's 4-0 margin and play mostly in the Williams end. Middlebury then benefitted from a Scott Farr shot that bounced off the Williams goaltender's stick and over his leg for his second goal and a 5-0 Middlebury lead. Williams scored on a Middlebury defensive error with little time left in the period and less time to catch up as the Panthers took their 5-1 lead into the locker room.

The third period remained physical and Middlebury never let down. The first of two third period Midd goals was scored by frosh Jim Quinn while John Devine sat in the penalty box. The shorthanded goal saw Quinn with great puck control waltz into the visitor's zone and let off a quick shot from the right circle that seemed to catch the William's goalie off guard.

The defense contributed equally to the team's outstanding 7-1 win

One more power play goal was scored in the third period just 13 seconds into the opposition's penalty. Another quick shot, assisted by Peter Britz, went in for Paul Bottino to end the game's scoring at 7-1. Other action in the third saw a penalty killing line of Peter Britz, Bottino, Farr, and Quinn that looked good enough to be on the power play, and outstanding goaltending by West that kept the crowd on its feet.

Middlebury looks to continue the precedent set versus Williams in two more home games. Tonight, the Panthers face Assumption College at 7:30. Tomorrow, St. Anselm's visits Duke Nelson Arena for a 7:30 game.

Zehner's corner

Year-end Frustration

By John Zehner

It is a boring time of the year in the world of sports. We have a week until the Super Bowl and the NBA and NHL are in midseason so there is not much to write about. I think it is time for one of those columns that is really three different columns because none of the stories are big enough for a whole column. Get my drift? I don't but let's go on.

FOOTBALL

Sports come under great criticism from time to time particularly in the academic community. But what the critics forget is the good a successful sports franchise can do for a community.

Cleveland, long the butt of other cities' jokes as "the mistake on the lake" or "the city whose river caught on fire" was revitalized by the success of their Cleveland Browns. The poor and rich, white and black, old and young of Cleveland came together in support of the Browns. The Browns gave the city a sense of pride it had not felt in years. It helped Clevlanders see the good in their community and not the bad. What other event in a community can generate such a response from the community? You don't see grown man in three piece suits wear dog houses on their heads in the middle of the street when the Opera has a good year

COLLEGES

The NCAA recently met in San Diego to discuss many different issues; scholarships, recruiting, and whether Bob Ritter would get a good tan (he failed). The most prominent issue raised was that of freshmen eligiblity. The proposal was initiated by University of Maryland Chancellor John Slaughter whose athletic program has come under criticism since the cocaine induced death of Len Bias. The proposal states that freshmen should not be eligible to play major college (Division I) basketball or football.

I favor the idea because it lets the student athlete adjust to his new academic and social environment without the pressures of big time athletics. It works here at Middlebury and I feel it could work at Nebraska, Penn State, and Notre Dame, too. How many freshmen do you see that actually make an impact on a team immediately? Only a few make any difference in their first year so why not sit them out and let them blend into the college before you start milking them for all they're worth?

HOCKEY AND BASKETBALL

You know what's wrong with the NBA and NHL? It is not that their seasons are too long. Just compare their eighty game seasons with the 160 game seasons played in major leagues baseball. Their problem is unlike baseball they let everyone into the playoffs.

That is why NBA and NHL regular season games are so boring because there is no incentive to win, unless you really think you are going to be in the playoffs anyway. The owner can tell the fans that his team made the playoffs so they should be satisfied. There is no incentive to be part of the elite of the group. Baseball regular season games are exciting because each one is crucial to a teams pursuit of the pennant. The NBA and NHL should adopt similar playoff systems where only the division winners enter the playoffs. It will not be soon after that every regular season game is contended fiercly. The Sacramento Kings and the Vancouver Canucks will be forced by their fans to strive for something greater than mediocrity.

See you next week maggots and find out who is going to win the Super Bowl.

Men's B-ball finds inspiration

By Mark Dimond

It seemed the men's Panther hoop team was on the verge of being condemned to a season of mediocrity, after suffering a convincing defeat at the hands of an average Connecticut College team in the season opener. And with the next few upcoming contests involving some formidable opponents, coach Russ Reilly's squad appeared to be in dire straits. But the Panther squad refused to dissipate, pulling together as one unit, splitting their next four games and moving their record to 2-3 overall. But ironically it was a loss in which Middlebury played its most inspired basketball and the game that may have given the Panthers the boost of confidence they need as they prepare for the heart of their schedule. On Saturday, December 6, Middlebury gave University of Vermont (UVM) all they could handle as the Catamounts barely escaped Pepin Gymnasium with a "W," squeaking out an 88-82 victory over the Panthers in front of an exam-frenzied crowd.

Middlebury stayed close for the first ten minutes adjusting smoothly to UVM's changing defenses. J.J. Thompson was sizzling in this ten minute stretch, hitting long range bombs from Weybridge St. But the Catamounts countered with senior co-captain Rob Minn's equally impressive shooting, as he hit three 3 pointers early in the first half. But with around ten minutes to go before intermission and the score 26-25 in favor of UVM, the Panthers fell apart at both ends of the court and the Catamounts took a commanding 47-27 lead into the locker room

In the second half the Panthers played like a Division I team, showing good hustle and patience, as they slowly chipped away at what once seemed as overwhelming lead, despite more than a few questionable calls by the officials. After John Humphrey knifed through the UVM defense for a nifty left handed lay up, power forward Will Carey, Middlebury's answer to Greg Kite, followed with a tip in, making it 70-49, at which point Middlebury would go on to outscore UVM by a margin of 33-18. The backcourt duo of Humphrey and senior co-captain Dan Gilbert were playing as if possessed, each lighting it up from outside as well as continually harassing the Catamount guards on defense. After a Gilbert three-pointer, Humphrey followed with another trifecta bringing the Panthers to within nine, bringing the tally to 87-78.

With the Catamounts desparately trying to hold on to their lead with 17 seconds left, Humphrey launched another three pointer in hopes of bringing the Panthers to within three, but his shot bounded off the rim and UVM was on the bus back to Burlington quicker than you could bat an eye, their victory barely intact. As the saying goes, "Good teams never lose, they just run out of time," words indicative of what had happened to a very deserving Panther squad.

But on the preceding Thursday, the story ended on a much happier note, as the Panthers avenged last year's season ending rout, with a 68-61 victory over a very physical RPI squad. John Humphrey had a tremendous all around game, dishing the ball off well while playing stellar defense. And when RPI decided to press in the second half, co-captain Brian Buteau was there to help break it and then bury a jumper, giving Middlebury a lead of five points. But it was the play of J.J. Thompson that made the difference near the end as he gracefully weaved through the trapping zone numerous times, and with 2:30 left in the game, put in a big turnaround jumper after a nice feed from Buteau virtually icing the

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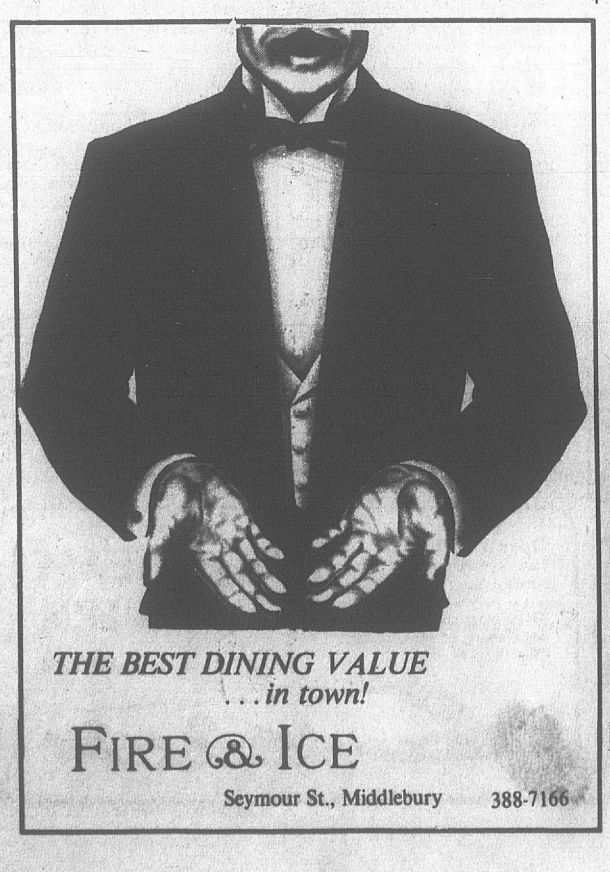

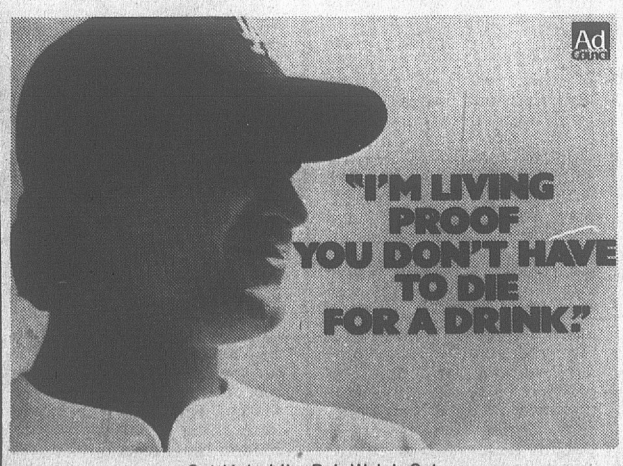
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SPORTS

Women's Squash: now 2-1

By Victoria Hoyt

The Middlebury women's squash team opened its 1987 season last weekend with two wins and one loss. On Friday, January 9th, nine women, accompanied by Coach Dave Saward, headed to Northhampton, Massachusetts to take on Smith College where the Midd women hoped to win a confidence building first match.

Number one Victoria Hoyt had a scare when she lost the first game of her match by a score of 15-11. However, she managed to rally to win the next three games in a convincing fashion, 15-11, 15-3 and 15-9. Playing numbers two and three respectively, co-captain Cathy Abrams and Kris Rigopulos chalked up easy three game victories.

Co-captain Margaret Clark and Julie Weil at numbers four and five, both had very close first games but both pulled through in tiebreakers and then went on to win the next two games by comfortable margins. Sarah Clark, at number eight, also came through for the lady Panthers with a 3-0 victory.

Nadia Gareeb and Torrey Wise, playing six and seven respectively, both suffered tough losses at the hands of their Smith opponents.Playing number nine, Jennie Weil lost a five game heartbreaker, leaving the final score Middlebury 6 and Smith 3.

Overall Coach Saward was happy with the Panthers' performance.

On Saturday, the women awoke in Greenfield, Mass. to find several inches of snow on the ground. Despite the snow covered mountain roads, the Midd team arrived at Williams in plenty of time to take on both Bates and Williams.

The recently formed Bates team did not pose much of a problem to Middlebury. Middlebury quickly rolled to a 8-1 victory. and in the eight winning matches they did not give up one game.

Unfortunately Williams proved to be a much more formidable opponent. The Middlebury women knew they would have to be very sharp to win, but despite some standout performances, they were not sharp enough to beat an always strong Williams squad.

Rigopulos, Margaret Clark, and Julie Weil, who are turning out to be the stronghold on the Middlebury team each turned in another solid performance and in the process tallied the only three Midd victores. Hoyt had a much closer match than her 0-3 score indicates, and Abrams could not quite pull out her five game match. Numbers six through nine for Middlebury were also unable to fend off their more experienced counterparts from Williams.

Overall Coach Saward was happy with Middlebury's performance. He singled out Rigopulos and Margaret Clark for their strong play throughout the weekend, and Julie Weil for her tenacity. At the same time, he pointed out that there is plenty of room for improvement, and that the difference between winning and losing will be a combination of the womens' own desire to push themselves harder and their own ability to achieve the conviction that they can win. Finally, he noted that more attention must be focused on the bottom half of the ladder. Some of the players from that half must begin to come through for the team in order to take some of the pressure off of the top half.

While the team works toward these goals, it has three more matches this Saturday at the Amherst Invitational. At Amherst, the Midd women will face Amherst, Bowdoin, and Bates again, and Middlebury is hoping very seriously to home come with three more wins to its credit.

Basketball

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game.

And that's not all folks, for it is my duty to get you gracious and supportive Middlebury fans caught up with all the Panther hoop you have missed (notice I do not refer to you people as maggots like the other guy). Over the holidays, the Middlebury squad participated in the Pepsi Invitational Tournament at Merrimack College.

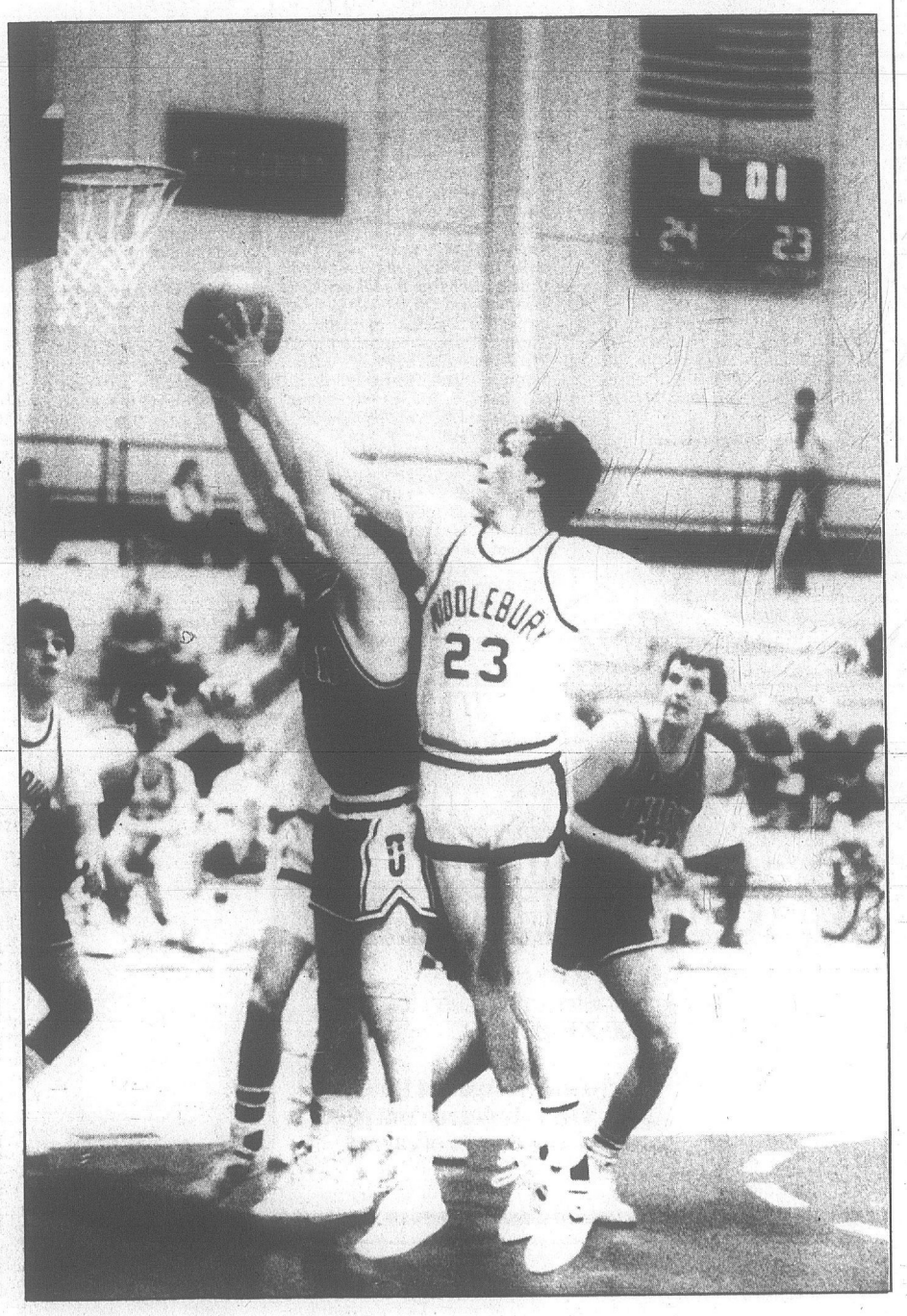
After dropping the semi-final game to Merrimack, the Panthers showed their "never say die" attitude by bounding back in the consolation game. Middlebury utilized the three-point shot as they rallied to victory over Bloomfield State by a score of 68-62, capturing third place overall.

The Panthers hit 6 of 9 from the three point "gift arc" two of which came in the closing minutes that put the game away for good. The Panthers had 36-34 at the half but Bloomsfield came back led by the play of NAIA All-American forward Art Raab. He finished with 29 points and helped Bloomfield seize a 52-42 lead with 11 minutes left.

Middlebury rallied to the game at 62-62 on Dan Gilbert's three pointer with 1:30 to play. J.J. Thompson then sank a bomb and Lans Teal added a free throw to push the Panthers ahead for good.

Humphrey led the Panthers with 24 points while Thompson added 16. Teal topped everyone with nine rebounds.

Ending on a sour note, since the Winter Break, the Panthers have dropped more contests, to Dartmouth and Plattsburgh State, both by substantial margins. But our Panthers are here for a three game homestand, staring with a tough Union squad on Friday, Jan. 14. So try and find time between your strenuous Winter term work load and lend the hoop team your support.



Goldman's real purpose

To the Editor

Paula Carlton's pre-Christmas editorial on the "hypersensitivity" of Rebecca Goldman's anti-semitism article merits comment. First, Ms. Carlton accuses Ms. Goldman of daring to speak for all Jews. Ms. Carlton ought to learn to read, for Ms. Goldman specifically inserted a disclaimer in her article which explicitly denied her ability to voice the opinions of all Jews. Rather she emphasized the subjectivities of her sensitivities.

Second, Ms. Carlton assumes that Ms. Goldman's article aims only at blatant bigotry. On the contrary, Ms. Goldman's article focused on the more subtle prejudices which she perceives. Her point, put simply, stated that often people do not realize the harmful nature of their statements. Few people at Middlebury College intentionally discriminate, yet the discrimination does occur. Thus, Ms. Goldman's purpose was not to blame outright bigots, but to educate and sensitize non-Jews to some of the sensitivities of many Jewish people.

Michael Ehrenstein
President, Hillel

Canned-Aid

To the Editor:

In the first week of December, Delta Kappa Epsilon held its second annual "Canned-Aid" food drive benefitting the Addison County Food Shelf. The drive was a resounding success, collecting for the second successive year nearly 700 cans of food for the needy here in Addison County.

We would like to take this opportunity to thank all the members of the College community who helped make this event as successful as it was. Special thanks is owed to the workers in the Service Building who again this year contributed the greatest number of cans; the band "No Exit," which donated an evening's entertainment for the party; the Student Activities office; Frank Kelley for his support; and all who contributed time, energy and, of course, food, to this very worthy cause.

We hope that in the future this event will grow and the College community will continue to come together to give during a very special time of year. Thanks again.

The members of
Delta Kappa Epsilon

Lend a hand

Journalistic liberties?

To The Editor

Rebecca Goldman clearly is entitled to speak her mind, and if she feels discriminated against by being Jewish on Middlebury's campus then she must be. However, journalistic liberties can only be stretched so far.

Her most recent article on Sallie Sheldon is my case in point, "Sheldon's Expedition to the North Pole" (Nov. 21, 1986). I assume that Sallie was interviewed for this article, but I also believe that Sallie would be the first to tell anyone that in fact she was not even near the North Pole, though perhaps she was closer than most of us will ever get. To further this point, entitling her article "Artic (sic) Polar Bears" shows a genuine lapse. Either Rebecca or the editors made a real mistake.

But these are perhaps only minor and trivial gripes. The real problems arise within the context of the article. Many people are unfamiliar with the Arctic region, which is why Middlebury's Northern Studies program is so unique. Unfortunately, Rebecca's article misleads many people and perpetuates a few ill-informed myths which abound about the North.

To say there is no land mass in the arctic is absurd. What are Alaska, Canada, Greenland and Siberia? Perhaps Rebecca should send a letter to the Invit who inhabit many of these regions and inform them that they really don't live on land. Wow! Just think what that could do to the Native Claims issue. Further, Invit is the correct, formal term, not Eskimo which has become colloquial, and they most definitely are not Indians.

Furthermore, Rebecca should decide just what she is writing about. Is it Polar bears or Sheldon's expedition? Her article drifts apparently aimlessly, and the subjects she does discuss are not covered adequately. In discussing the tranquilization of the bears, why was the element of danger to the bear not mentioned? It is my understanding that the process of drugging the bears on the ice is at least as dangerous to the bears as to the scientists. Sallie will and has discussed the problems of such tranquilizations, but Rebecca's journalistic liberties must have entitled her to omit this.

In conclusion, I can only request that before Rebecca writes another article, it be well researched and then written from a more knowledgeable position. Furthermore, I feel the editors of this paper owe its readers much more respect. To allow this article by Rebecca to be written as it was and then published is joke to us, and should be disappointing to Sallie.

Scott Jaunich

Boyer

continued from page 3

their lives the importance of the quest. Models of continuing inquiry are the anchor points in the role of the college. If students could see the connection between what they are studying and what they are living, we would see a tremendous vitality.

"What you have at Middlebury is a remarkable experiment that's working very well. A vitality is maintained by continuing discourse and the sense that something more needs to be accomplished. The college has steadily marched forward in the quality of its effort, reputation and status. I'm delighted to have been invited to this really splendid college."

Wish come true

By Sean Brennan

On Saturday, January 17, each member of the college communtiy wil have the opportunity to help a terminally ill six year old named William. The best part about the situation is that the donations given, a mere three dollars, allow the student to enjoy music, food, and drink in Cook SDU. The party will run from 9 pm - 1 am. All proceeds will benefit "A Child's Wish Come True." This charity will in turn, help fund William's wish to go to Disney World with his mother. Please help in this worthy cause.

Stameshkin

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"There is, however, some fascinating information," he said. "Issues like Vietnam, Civil Rights, and, interestingly, the end of the idea of 'En Loco Parentis' are essential issues to be dealt with."

"Middlebury was never really a radical place. There were some activities, and the college was closed down for a few days in 1970, right after Kent State. But for the most part things were quiet."

According to Stameshkin, a part of the manuscipt is already in the hands of Abernethy Room curator Robert Buckeye, and the entire manuscript should be ready for editing by the summer.

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The condom decision

continued from page 1

available than they have been in the past. "The question was just how to do it," said Emerson.

According to Nurse Cutting, the Head Nurse at the Parton Health Center, Erica Wonnacott recommended a change of policy during the summer. "She(Wonnacott) really got the ball rolling," said Cutting.

Since then, Emerson has coordinated the discussion of a change in policy. The Student Forum, Community Council, and the Health Center were all involved in the formation of the new condom policy.

Until about 2 weeks ago, students were required to have an educational interview with a doctor or nurse at the Health Center in order to obtain a condom. Claimed Cutting, "students were very embarrassed" to follow this procedure. Referring to a particular late night last year, one senior male said, "I was told over the phone to come in for and interview. I couldn't believe it."

Now, condoms are available in informational folders that have been placed in a rack in the waiting room at the Health Center. In the near future, another rack for pamphlet/condoms will be built on the first landing of the stairwell in the east end of Carr Hall, near the entrance to Campus Security. This arrangemnt makes the process of obtaining a condom more discrete and therefore easier for students.

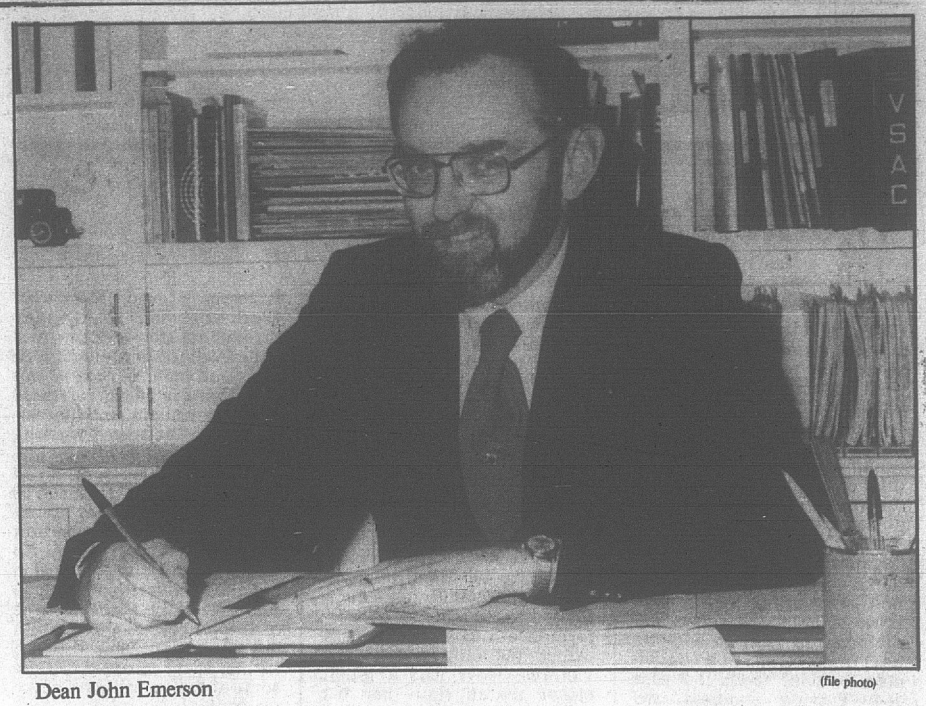
Since the pamphlets have become available, said Cutting, ther has been an increase in condom distribution. "I do think that students are taking advantage. Certainly more so than with the past policy."

Other colleges and universities are taking similar steps to prevent the spread of AIDS and other diseases. For example, the University of Pennsylvania provides every student with an information packet at the begnning of the year; included in the envelope is a condom.

The proposal to install condom-dispensing machines around campus was rejected by the deciding groups because the machines, quite obviously, were not in any way subtle. "Putting a condom machine beside a Coke machine might possibly make some people uncomfortable," said Emerson. Cutting mentioned that the group was "worried about the visibility of the machines."

For Emerson, the new solution addresses both the public relations concerns and also satisfies the overriding concern for public health and protection of the community.

Said Emerson, "I think it's the right solution. I'm proud that Middlebury is taking the initiative and I hope others will follow.



Dean John Emerson (file photo)

Carrese on Boyer

continued from page 2

education is trying to emerge from the committee rooms and offices of Old Chapel, to emerge from the faculty meetings, and from the consciousness of only a portion of the community – and back into the forefront of what we do at Middlebury. A college community must, and should, discuss and debate a number of topics, and we have done so this past term. However, a preeminent position should be permanently reserved for discussion and debate about the ends and means of a "liberal arts and sciences" education at Middlebury – about what we should do here, and how we should do it. "Here" is, geographically, a small town in Vermont; in the geography of the educational debate, "here" signifies the traditional term "a liberal arts college," and we must search for its roots, its meaning, and its present relevance.

The debate on this topic has included some of the greatest minds of Western tradition: Plato, Cicero, Augustine, Bacon, Nietzsche – all have offered a formula for becoming "liberally educated"; Boyer even suggests that a course on the history and tradition of the liberal arts education be offered to all freshmen. Whereas Secretary of Education Bennett has stressed conformity and a rigid "core curriculum" as *the* answer to this ageless question, Boyer believes that a consensus has vanished from Western thought, perhaps permanently; as such, we can no longer entirely agree on what it is to be liberally educated, and answers to such questions must be continually discussed and evaluated. The *quest* for answers on this topic must be relished, must be recognized as something good in and of itself – and the *entire* Middlebury community should embark on such a quest.

Students, faculty and staff should realize that discussion will continue and decisions will be made even if the scope and participation in the debate does not broaden. The small group interested in this grand topic will continue its inquiries, and make recommendations based on the fruit of their deliberations. Perhaps Boyer's presence and the subsequent discussion of his remarks will broaden participation in the college's deliberations; I hope it engenders the "sense of wholeness" and the "making of connections"that is at the heart of Boyer's report, and his remarks at Middlebury.

Cigarettes

continued from page 1

process or the people involved in it," said Emerson.

Director of Student Activities Jacqueline Flickinger remarked that she was not disturbed that the decision was made against the will of the Student Forum, and she pointed out that the Community Council is more representative of the college community than the Student Forum is.

Carl Peabody, manager of the College Bookstore estimates that the store sold between 20 and 30 cartons of cigarettes per week, as well as a small amount of other tobacco products. He explains that the store would not lose any significant amount of money by removing the products. When questioned as to his opinion on the President's decision, Peabody replied, "It's a very realistic statement for an educational institution to make, having gained the information that is currently available on the dangers of cigarette smoking."

Student reaction has been diverse. Karen Hammerness '88 remarked, "I really don't like being around people who smoke, so I guess it's a good thing." Senior Emily Germain expressed quite different sentiments. "It's an insult to our ability as adults to make decisions, wise or otherwise. Now the only decision is whether to walk or drive to Lyon's Place."

"I'll drive," said Germain.

Is S.C.A.M. a scam?

continued from page 1

returns rather than the percentage of returns. "The big issue with a statistical survey is not as much the percentage return as it is the number of returns," he said. According to Dean Emerson, a class of 150 with 20 returns is a much better statistical sample than a class of eight with four returns, even though the percentage of returns is much higher in the latter case.

In this spring's catalog (based on returns from last spring term), percentages ranged from just above ten to 100 percent. The higher return percentages often occurred in classes with low enrollment, where some averages were based on one sole response. Jim Connolly, co-chairman of the SCAM committee, said, "We have a lot of upper-level courses where one person out of four will respond – which is 25 percent, but that's as bad a statistical example as you can get." Large lecture courses tended to have lower percentages, but higher numbers of returns.

Connolly said that SCAM will increase the percentage of returns from ten to 15 percent next term, both to increase its validity as well as to reduce the size of the manual for financial considerations. Also, he said that he would attempt to implement a minimum number qualification, but felt he might encounter difficulty from the SCAM committee.

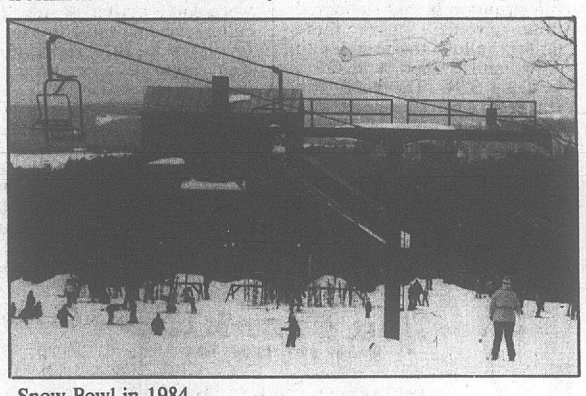
Essentially, the whold question of statistical validity would be rendered moot if return rates could be raised. Connolly said that the main objective of the SCAM committee was to increase returns, but he also stressed the difficulty of that task, citing the casual manner in which some students fill out the formal faculty evaluations. Last term a short note was sent to all professors requesting them to encourage students to fill out and return the SCAM questionnaire. According to Connolly, few faculty members mentioned SCAM to their students. He said he hopes to gain their cooperation for the next issue.

Since returning the evaluations is optional, the group surveyed is self-selecting. The possibility exists that the respondents will be composed mainly of those who either found the class excellent or were dissatisfied. Professor Joanne Jacobsen said, "Only the people who feel very strongly tend to respond." Also, she said her SCAM ratings tended to be lower than her formal evaluations. Connolly felt that students might shy from expressing their true feelings on formal evaluations because faculty have access to the reports. Although the formal evaluations are anonymous, Connolly felt that handwriting or style might allow a professor to determine the identity of his reviewer. Dean Emerson disagreed, saying that he doubted that students would evaluate courses differently on SCAM from the way they would on formal evaluations. He said, "It's my guess that it [SCAM] is an accurate reflection when it works."

Several faculty said that SCAM is of little use to them for advising. Professor of Geography Tamal Mayer said that the faculty "knows from teachers and other students what courses are good." She added that "people should know that it's not representative."

Students gave a mixed response: Some found it helpful; others said they never so much as looked at it. Freshman Phoebe Paine said, "it really helped, especially in the fall, when I didn't know what to take. It's like getting someone's advice when they're not there." Others said that they felt the returns were too low to make a judgement. Another complaint was lodged by Lory Myerson, who found the tables too complicated and highly coded for easy reference.

In its two-year existence, SCAM has struggled to develop its credibility and become statistically viable. Many have found it useful in determining their course selection, but criticism of the SCAM committee's use of statistics is increasing. According to Jim Connolly, change may well be in sight.



Snow Bowl in 1984 (file photo)

continued from page 5

lessons to Middlebury students. "We used to start lessons for the kids right out on Chapel Hill and then take them out to the Bowl in the afternoons."

Jones also coached the men's ski team, recruiting World War II veterans from his 10th Mountain Division.

The team was as formidable then as it is now, capturing the North American championships in '48 and '49 at Sun Valley and Aspen.

Further modernizaton occurred under the leadership of Ralph Myhre who began managing the Snow Bowl in the late '50's. Howard Kelton, current manager at the Bowl, who started work there in 1958, stated,"when I first came here there was one poma lift and two rope tows; we replaced the ropes with two more poma lifts and then put in the first chairlift in 1969." The lodge was built in 1964.

Bonnie Bower, women's ski coach from 1969-75, wrote in *The History of the Middlebury Ski Team: Women 1934-1984* that, "many memories center around the Snow Bowl–Ralph and Lee Myhre–who were always so welcoming to the girls–and of course Howard...The lodge was always a happy meeting place–one the team looked forward to spending time in. The people at the Bowl kept the team's needs as a top priority. We had a first rate facility and it showed in the races!"

The Snow Bowl had indeed grown into a top quality ski facility by the early 70's. The single run slope had blossomed into a 13 trail mountain.

Two NCAA National Ski Championships have been held there in 1961 and 1973.(There is also a bid in for next year's.)

The operation at the Bowl ran smoothy as long as there was snow."We had some bad snow years from '72-'77," said Kelton. "All the kids would go to Killington or Sugarbush. It became almost ridiculous to stay open without snowmaking." Kelton took over as manager of the Snow Bowl in 1979 and brought the area up to its modern position. "In 1984, the new chairlift was added and we put in snowmaking.'

The artificial snow has influenced student skiers greatly. "A few years ago, we sold only 23 to 24 season passes to students; this week we'll go over 1000."

Ski coach Terry Aldrich also appreciates the modernization of the facility,"Snowmaking has had a tremendous impact on the ski team. Before we had to commute daily to Sugarbush or Killington and there we'd be at the mercy of those facilities for lift tickets and training areas.

Although the Snow Bowl is part of Middlebury College,"A lot of Addison County people use it as well," said Kelton. "There are over 500 kids and parents enrolled in ther ski school."

Aldrich added, "The Bowl doesn't attempt to compete with Sugarbush or Killington. Killington is a huge multi-million dollar operation. The Snow Bowl offers excellent opportunities for students recreationally and through the Ski School and Ski Patrol.''

Zaccaro case

continued from page 1

college authority should never be use merely to duplicate the function of general laws. Only where the institution's interests as an academic community are distinctly and clearly involved should special authority of the college be asserted."

Emerson backs this up, saying, "The College does not consider itself an arm of the law, but we do not want to be in a position to obstruct the law."

The handbook policy appears to present another contradictory view. If the College should only use its authority "where the institution's interests as an academic community are distinctly and clearly involved." then where does the authority to investigate a barroom brawl come from? This is a key factor in the editing of this administration.

The school policy relating to legal situations off-campus clearly needs to be evaluated and revised with input from both students and staff.

Hillcrest

continued from page 2

leaves of summer and fall, the frailties of Hillcrest are more exposed. The sagging porch, missing shingles and chipped paint stand out in a kind of bleak realism against the pure snow, and yet the building retains its battered charm. It's the building that Middlebury forgot: it is not given the slightest mention in Glenn Andres' detailed "A Walking History of Middlebury" and, happily, it is not named for a well-to-do alumnus. Hillcrest sits on the crest of a hill.

Passing by it as we do on the daily walk between the Forest mailroom and Proctor, many of us feel an affection for it that is stronger than it is for any other building on campus. Unimposing and unassuming, one looks forward to seeing it again after breaks—it has made it and so have we—and it stands in a kind of homey defiance, as antiquated and ramshackle as many would have us believe is a liberal arts education.

I don't think anyone would deny the need for something like a Student Union here. The bad days of the new prohibition are upon us, we're told, and we need new, unrestricted places to kick up our heels. We ought to be sure, though, as we move blithely toward graduation, that we leave some things here to which we may someday wish to return. Who knows—it might not be too late to reserve some seats in front of the tractors.

By the year 2000, 2 out of 3 Americans could be illiterate.

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Ad Council Coalition for Literacy

The Boyer Address:

the undergraduate experience

The following is the text of Dr. Ernest Boyer's address which he delivered to the College community on Tuesday January 13, 1987 in Mead Chapel.

Thank-you very much for the introduction. I am honored to have been introduced by a superb president who has guided for nearly twelve years a superb institution; superior in its quest for excellence, superior in its world vision and superior in its innovation marked by this remarkable series, to which I shall refer later on. So it is for me a special privilege to join you here at Middlebury College.

I'm here to speak about the undergraduate experience and reflect upon our study of the American college. As we completed our report I was reminded once again that in 1871 a relatively unknown Republican politician addressed an alumni dinner at Williams College, his alma mater. "The ideal college," the speaker said, "is Mark Hopkins at one end of the log and a student at the other." The speaker was James A. Garfield, who himself was a former college president, of Hiram College in Ohio, who later became the twentieth president of the United States. But I think that we can all agree that nothing that Garfield said in his tragically short term in office will be as long remembered as his romanticized view of the American college. Today, nobody even remotely connected with the American college; with its classrooms, its stadium, and its student union, would dare compare the campus to a log; a jungle perhaps but surely not a single log.

ladder to success

President Garfield's touching image of Williams College remains in the minds of many Americans symbolic of the love affair we have with education. Indeed, as you have heard from your distinguished President, during the last three years we at the Carnegie Foundation have been looking at undergraduate education in the United States. We found that a college education is still highly prized. Indeed, that today 58% of all high school graduates go on to college, and incidentally that is about twice as much as any other nation on the globe. Still, when we surveyed high school students and their parents, 90% of them said they hope to have a college education. It remains the ladder to success and the door to opportunity, and we are reminded that it's only in America that a decal from almost any college is displayed proudly on the rear window of the family car. We have built many doors and many options, and we parade them proudly on the family car. Perhaps the faith in education was captured best by one high school student who said to us quite straightforwardly, "I want a better life for myself-that means college."

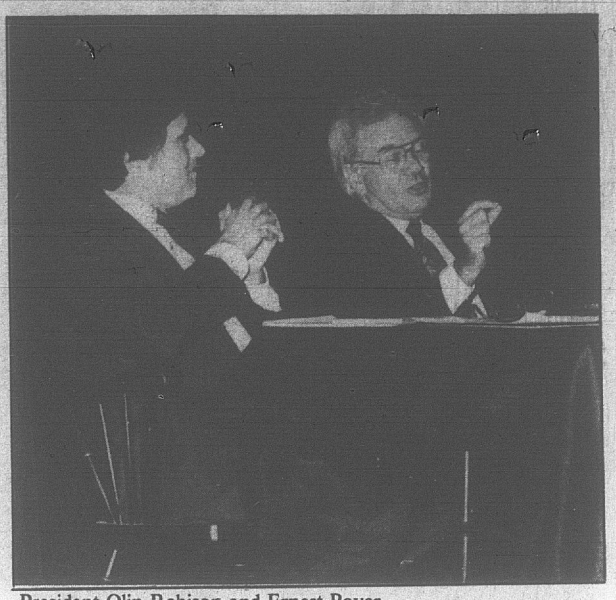
intellectual freedom

During our study we engaged in endless inquiry among faculty and students. We spent several thousand hours on thirty representative colleges that ranged from Ivy league institutions to small church colleges in the South to a large land grant university in the West. Continuously we were struck by the great diversity of American higher education, no two campuses are alike. And yet may I remind you that while we celebrate diversity we also have great similarities as well. There is the academic procession in which all institutions to some degree mimic the ones that they consider to be outstanding. We were also impressed by the degree of intellectual freedom on the American Campus, the openness to ideas, and if I might say so contrary to Secretary (of Education William) Bennett there is a deep running integrity in this effort that should be honored and not carelessly disregarded or cynically scorned. Indeed we conclude that our system of higher education is the envy of the world.

At the same time we found troubles in the undergraduate experience. I think it's fair to say that on many campuses many undergraduate programs have been overshadowed by graduate and professional schools and many institutions are more concerned about credentialing than in providing a quality education for their students. Here again, disaggregation is in order. Perhaps a half-dozen of the colleges in our thirty campus study were in good shape: they had clear goals, they had purposes that were well-defined, and, so far as we could tell, effective teaching. At the other end there were at least two or three colleges that were just barely hanging on, one that had already announced that it would be closing the following September. In between at the majority of the institutions the picture was quite mixed. Overall we characterized the undergraduate experience and the undergraduate college as a troubled institution caught in conflicting priorities. This morning I should like to focus on four themes that are at the heart of our report.

language and learning

We begin by talking about the tensions between colleges and schools and this brings me to conviction number one: the centrality of language is the centerpiece of effective education and the hallmark of a successful experience in the college. Lewis Thomas, the essayist, said on one occasion that "childhood is for language." It is my own conviction that the use of symbols is that which makes us truly human, sets us apart from all other forms of life; and that if formal education could celebrate in the use of languagethat one act alone would bring excellence to education. Language is the centerpiece of learning, and perhaps it's for that reason that I concluded all undergraduates should during the academic years learn to write and speak with clarity and to read and listen with understanding; to me, that is the centerpeice of collegiate education. I confess that it's almost embarassing to have to mention these skills during a conversation on collegiate education; isn't this something we should just assume? First during our study we repeatedly heard faculty complain that many students come to higher education unprepared. In our national survey we found that more than half of the faculty rated the academic preparation of their students as only fair or poor; and incidentally this negative rating has increased 8% since Carnegie last conducted such a survey in 1976. In a large measure the concern of faculty relates to incompetence in the use of symbols. Eighty-three per cent of the faculty we surveyed said that today's students should be academically better prepared, and 66% surveyed agreed that their institutions spent too much time and money teaching students what they should have learned in school. Evaluating the language proficiency of students as they come to college is absolutely crucial but what I found disturbing is that most language tests focus on the mechanics of language rather than on its meaning. At one university where there is a statewide language test given to students at the end of their sophomore year the head of the English department said, "this test devastates the content of our composition program; because the regents test is primarily designed to establish minimum levels of literacy our teaching tends to focus on the minimum, not the maximum." That guarantees mediocrity in the end. Several months ago the National Assessment for Educational Progress released one of the most comprehensive reports of language proficiency of adults in the United Sates that's ever been completed. In light of those findings they concluded that at least based on UNESCO's standard of literacy almost all American's can read, but a large percentage, over 40%, couldn't comprehend even simple passages. There was recognition of the words, but there was not insight and understanding in the content, and that was geared to a pre-high school level. I think this is the nation's challenge and main scandal. Reading, writing, and computation are essential, but does everyone really believe that these are the measures of a collegiate education.



President Olin Robison and Ernest Boyer (Photo by Andrew Berzins)

Where do we go from here if these are in fact the data that we encounter? It leads me back to a theme that I have discussed time and time again that if college students are to be well prepared the solution lies not in junior or senior level testing only but in better pre-collegiate education. And I would urge all colleges to work carefully and intensively with the nation's schools and especially to work on proficiency in language. Education is a seamless web, and if there is any criteria that tests the reality of that statement it's the centrality of language and the evolving pattern of competence our students must achieve. So we say in the report that all students should have the capacity to think critically, to draw inferences and to convey through effective written and oral communication subtle shades of meaning. But college level education must advance with the schools as well. We propose a two semester basic English course for students with emphasis on writing. We recommend also what has been called 'writing across the curriculum'; by that we mean every class, every college educator should insist on as high level of intellectual and linguistic qualities and that should spread throughout the entire college experience. We also urge a senior thesis for all students. There is a huge debate going on today about how to evaluate the outcome of a college education; well frankly I'm a bit troubled by the pencil and paper tests that go on today. To me the only test that matters is whether students can bring information together from across the disciplines, integrate it in a fashion, and focus intelligently on a consequential topic; that to me means assessing through some form of written thesis at the end. The point is that language is not just another subject, it is the means by which all other subjects are pursued, and it is the position of our report that as an undergraduate refines his or her linguistic skills they hone the quality of their thinking and they become intellectually and socially empowered. This in my judgment is transcendentally the most important purpose of collegiate education.

the academic major

This brings me however to the tired and yet enduring debate about general and specialized education. During our study we were repeatedly reminded that the baccalaureate degree is organized into two sharply divided, often competing, camps. On the one hand there is general education, which students frequently described to us as an irritating hurdle; and on the other hand there is something called the academic major which is far more popular with students and with faculty as well. This unhealthy separation is enormously disturbing because it is during the collegiate experience that we shoud be trying to put the pieces back together, and not organizing the curriculum into two separate and competing worlds. During our visits we found that many institutions had renewed their interest in general education, and when we surveyed a thousand academic deans, 66% of them had reviewed and extended their requirements for general education within the last five years. Since 1970 requirements in English, Philosophy, Third World courses, Western Civilization, and International Education have increased on average across the United States. The greatest increases have been in mathematics, the arts, and computer literacy. Parenthetically, during this same period, physical education and foreign language requirements have gone down. Indeed, given the fragmentation of academic life I find it remarkable that this vision of common learning, this debate of general education and the core holds such a powerful part of the baccalaureate experience in this country. I am troubled by the distribution arangement which is found on 90% of all campuses in the nation. The current arangement is rarely satisfying to either faculty or students; it does not seem to satisfy the students' interest in specific subject, nor does it provide the perspective that general education often claims. When we asked five thousand college students if they would support more general education in selected fields the only subject that got strong support was computer science. It is especially disturbing that history received the least student support. In my opinion, next to language, history-that is gaining some perspective about the human story-is perhaps most essential if we are going to survive with some degree of civility in the future. What we found is that at most campuses general education through the distribution requirement is an academic orphan. I frankly think it is foolish to talk about a rigid core curriculum; I do not believe that there is a Holy Grail of specific texts that should be studied by all students, but I am also equally troubled by a random arangement in which students tend not to see perspective or to see the connections that somehow can provide meaning to the disciplines etched into their lives. How to work our way through this confusing set of contradictions? In the Carnegies report we tried the following strategy: we say the college has two overarching goals: the first requirement of a college education is to help students become independent, productive, self-reliant human beings; that is, to celebrate their differences and their uniqueness. On the other hand, and this is the point I want to underscore, the second part of collegiate education is to help students go beyond their private interests and place their own lives in larger contexts. We live in a complex, interdependent world; yet it seems to me, and this is perhaps the nub point of my remarks, schools and colleges have ben much more successful in helping students focus on their individuality than in helping them see connections or to affirm the commonalities and connections, that the claim for general education should be made.

integrated core

I find it disturbing that formal education allows some of our most gifted students after twelve or fourteen years of schooling to not have discovered the simple truth of the dualism of our existence. They had not discovered that while we are autonomous beings we are also deeeply dependent on each other and that started the wheels turning, and they never stop, around the question of how can education affirm both the indivivuality of the student and their connectedness as well, and therein lies the seeds of the debate over common learning. In the Carnegie Report we propose an approach to general education called, unhappily, the integrated core. By the integrated core I do not mean a rigid set of courses but rather a thematic approach to general education that would concern itself in the first instance not with the disciplines, but would use the disciplines to explore the human concerns that are common to all people; the disciplines would be means to larger ends and insights. Can we explore together what might be commonalities that are common to us all? We already share the commonalities of birth, growth, and death- that is the existential dimensions of our lives; but there is more. I have already hinted at the commonality in our use of symbols which makes us human: every engagement on the planet Earth assumes the connectedness of language. We all expereince the aesthetic; that which inspires us to speak in nonverbal ways as well, through music, dance, and the visual arts. Some of the earliest linguistic forms were nonverbal to be sure. We all as human beings have a heritage to be explored; we all are born into institutions, we live through institutions, we die and are ofte buried by institutions. This is the social web that engages us corporately to each other. We are all part of the ecology of the planet Earth which are slowly but surely beginning to encounter. We are all engaged in the commonality of work;there is an argument that not only is language implanted in the human genes, but so is the urge to be busy: business is an essential human condition. In the end we all live by values and beliefs, corporately shared to be sure. I am suggesting that within these common traditions a general education framework might be shaped and that the disciplines could serve not as ends but as means to help us to explore larger integrated themes that make us truly human, so we would begin to see not only our independence but our commonality as well. I have mentioned the word commonality perhaps a dozen times or so. I would like to emphasize the point that great diversity can be found in and among these commonalities; indeed one of the important goals of general education should celebrate the differences from one culture to another. Within the commonalities there are great variations that must be profoundly understood as well.

These seven themes might be studied through required courses, but they can also be studied most effectively outside the classroom. The genius of common learning is best demonstrated through seminars, mid-year periods, the occasional colloquia by which we come out of our separate boxes and ask larger, more transcendent questions. In the end the quality of general education is measured not by the uniformity of the courses but by the quality of the class. I'd like to come back to the dilemma that I launched at the outset. What about this division between common learning and the major? Isn't it strange that we say to students, you get this out of the way and then move your specialty; as if somehow life is divided between specialists and generalists, or as if somehow our own lives are divided between great insight and particular paths. If education works well, these are inextricably intertwined.

enriched major

The Carnegie Report concludes that the crisis of undergraduate education is not focusing on careers-we all are preparing for productive work; the crisis is that on too many fields skills have become ends and students' vision has been narrowed. We suggest that the values professionals bring to their work are every bit as crucial as the work itself. And we conclude that general and specialized education must be blended during college, just as inevitably they must be blended during life. And to achieve this end we propose something called the enriched major, which means having students pursue some aspect of their general education through the major as departments put their specialties in historical, social, and ethical perspective. I would argue that if a major on a college campus can't demonstrate the historic roots, social implications, and the ethical imperatives, it does not belong on a college but in a corporation, where technique, not insight, is the criteria by which the content must be judged.

nonacademic life

I am urgently concerned about the essentialness of language because through clear writing clear thinking can be taught. I am deeply concerned about a general education that provides perspective but also that integrates and links within the specialties that we develop. We give much attention to what we call the quality of campus life, or life outside the classroom. The effective undergraduate experience is dramatically shaped by life outside the classroom, and yet we found a great gap on most campuses between academic and nonacademic life. Students are ambivalent about the authority they want, one young lady said, "We want you to understand one thing: we don't want the university to interfere with our lives, but we want someone in the university to be concerned with our lives." Our research indicates that today's university is not in fact involved much in the lives of students. Almost 50% of the students we surveyed said they are treated like a number in a book. About 40% said that they did not feel a sense of community at their institution, about the same percentage reported they had no professors who are interested in them academically; and 66% said they did not feel comfortable talking with professors about personal matters in their lives. Here some disaggregation is important. Only 9% of students at liberal arts colleges said they felt like numbers in a book, and at the large universities it was almost 80%.

revitalization

Seventy-five per cent of the students at the small liberal arts colleges said there are professors with whom they can discuss academic matters.

The challenge is to ask how the college can add inspiration and guidance to life outside the classroom. Colleges must give something more than credit; community matters too. The college must be held together not just by scholarship, or as Clark Kerr had it "a common grievance over parking," but also in the quality of human interaction, and to revitalize the undergraduate college we suggest strengthening the connection between colleges and schools, between the liberal and the useful arts, between the academic and nonacademic life on campus, and ultimately between what is learned and how one's life is lived. If a balance can be struck between individual interests and shared concerns a strong community will result. Perhaps it is not too much to hope that the college, as a vital community for learning, can be a model for society at large; a society where public and private interests ultimately must be joined.

War

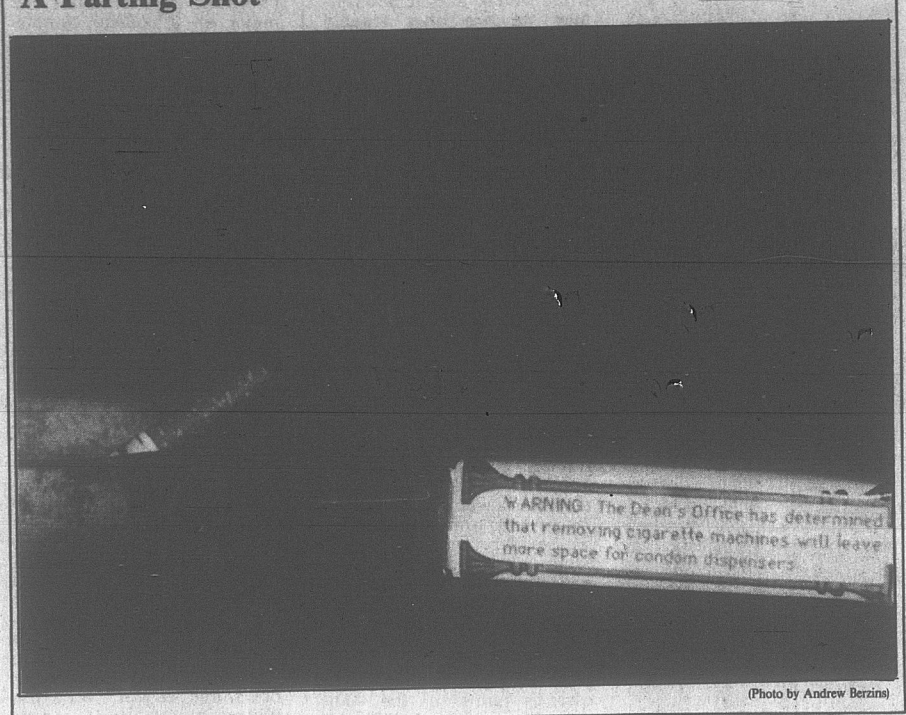
continued from page 3

peace. If we replace the nation-state system and become immune from national biases and implement what Albert Camus, Larry Davis, Einstein, Albert Schweitzer and others have advocated — world government — we can actually begin to put an end to the miseries that we have been fruitlessly trying to accomplish — ending war!

Moreover, if we spend less on national armaments, we'll have more resources to devote to education, hunger, victims of natural disasters, social problems, medicine, technical and scientific research, leisure ... the options are unlimited. But we must first acknowledge that, as Chief Justice Earl Warren has said, "the most tragic paradox of our time is to be found in the failure of nation-states to recognize the imperatives of internationalism."

AMERICAN CANCER SOCIETY

A Parting Shot


WARNING: The Dean's Office has determined that removing cigarette machines will leave more space for condom dispensers.

(Photo by Andrew Berzins)

GIVE TO THE UNITED NEGRO COLLEGE FUND.
A mind is a terrible thing to waste.

Barbara Jordan to speak at commencement

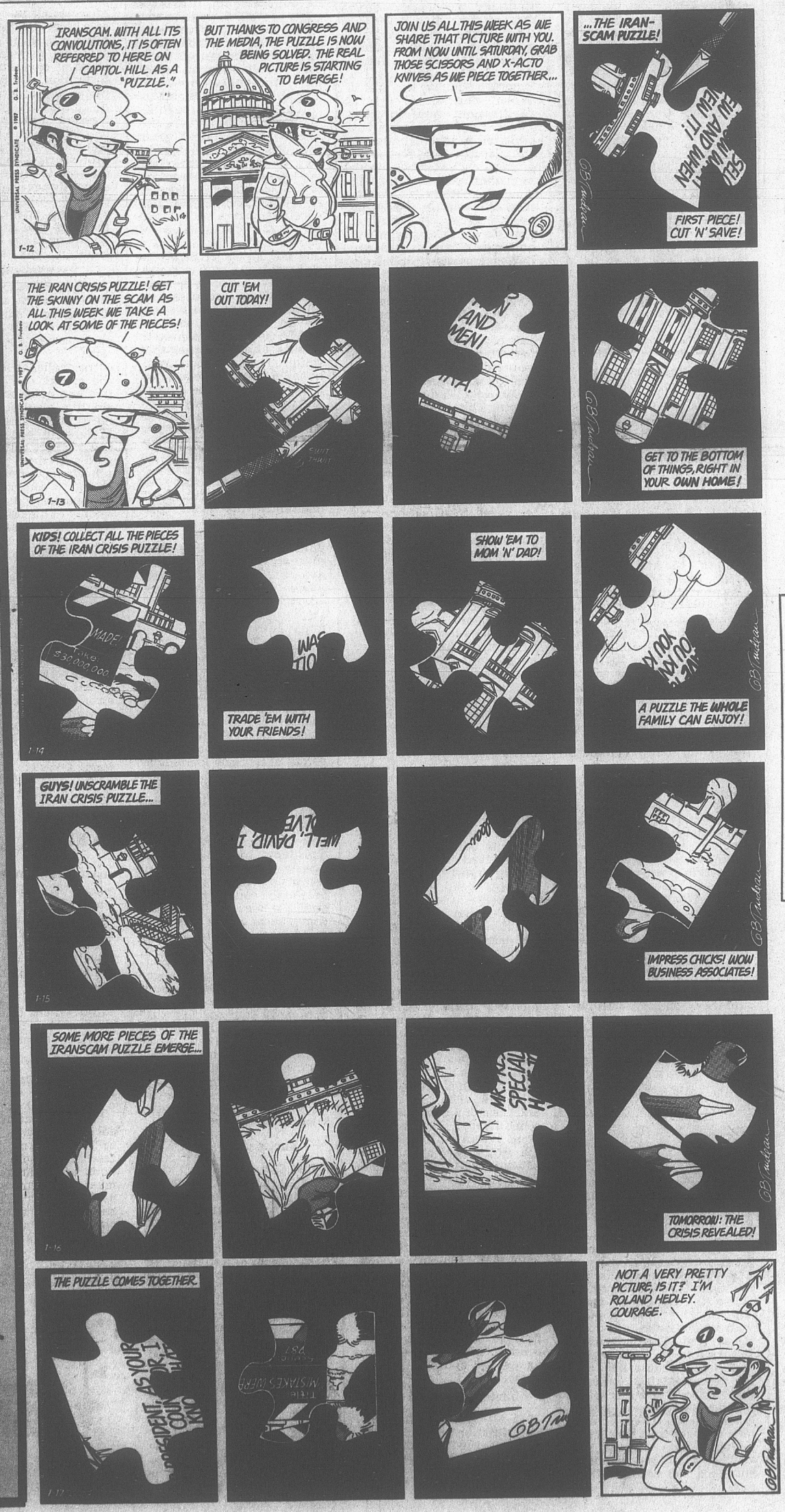
continued from page 1

history to serve as a governor.

She holds a bachelor's degree from Texas Southern University and a law degree from Boston University. She is the recipient of the Eleanor Roosevelt Humanities Award and has been selected by *Time Magazine* and many other organizations and publications as one of this country's most influential women.

During her time in Congress she was recognized for her eloquence, her fairness and for her concern for human rights. As a member of the House Committee on the Judiciary, she played an important role in the early days of the Watergate hearings. Included among her major legislative achievements were amendments to the Voting Rights Act which expanded its coverage and provided for bilingual ballots, and the preparation of detailed mandatory civil rights enforcement procedures for the Law Enforcement Assistance Admnistration.

BY GARRY TRUDEAU


IRANSCAM. WITH ALL ITS CONVOLUTIONS, IT IS OFTEN REFERRED TO HERE ON CAPITOL HILL AS A "PUZZLE."
BUT THANKS TO CONGRESS AND THE MEDIA, THE PUZZLE IS NOW BEING SOLVED. THE REAL PICTURE IS STARTING TO EMERGE!
JOIN US ALL THIS WEEK AS WE SHARE THAT PICTURE WITH YOU. FROM NOW UNTIL SATURDAY, GRAB THOSE SCISSORS AND X-ACTO KNIVES AS WE PIECE TOGETHER...
...THE IRAN-SCAM PUZZLE!
FIRST PIECE! CUT 'N' SAVE!
THE IRAN CRISIS PUZZLE! GET THE SKINNY ON THE SCAM AS ALL THIS WEEK WE TAKE A LOOK AT SOME OF THE PIECES!
CUT 'EM OUT TODAY!
GET TO THE BOTTOM OF THINGS, RIGHT IN YOUR OWN HOME!
KIDS! COLLECT ALL THE PIECES OF THE IRAN CRISIS PUZZLE!
TRADE 'EM WITH YOUR FRIENDS!
SHOW 'EM TO MOM 'N' DAD!
A PUZZLE THE WHOLE FAMILY CAN ENJOY!
GUYS! UNSCRAMBLE THE IRAN CRISIS PUZZLE...
IMPRESS CHICKS! WOW BUSINESS ASSOCIATES!
SOME MORE PIECES OF THE IRANSCAM PUZZLE EMERGE...
TOMORROW: THE CRISIS REVEALED!
THE PUZZLE COMES TOGETHER.
NOT A VERY PRETTY PICTURE, IS IT? I'M ROLAND HEDLEY. COURAGE.
Doonesbury

CLASSIFIED

PERSONALS

Watch out, mongrels of Greater Metropolitan Boston!! Here come the GMB dogcatchers!

Once in a million years a
man comes along who's genius knows
no limit, whose charisma knows
no equal, whose justice knows
no end.
Settle for second best.
GARV WILL BE KING.

4K798--You're ours for eternity. Love, Butch and friends.

If you want to party,
Vot for Marty!
PARTY MARTY ULRICH FOR QUEEN, '87

Liza, Liza, Lizochka!
Tsari, Tsari, Tsaritsa!
Lisa Preston for Queen '87!

L'Andru- get vectored up the butt recently? Heh heh heh!

The sculptor's good deeds: broken wheel, 3 cops, 1 snowdrift, the sculpture, the long 70 mph field... Keep up the good work, Karim-
The Survivors

Battell North men eat raw meat!

Replace the Trump Tower with the Statue of Liberty--
Bring Queen Hooter to Midd-Town Manhattan

Vote for Hooter--
She'll light your torch.

Beware of killer whales and falling cows.

HEY TWEEDLE!
Don't get mad. I'm just looking out for your best interests. I still care.
Love, Yogi

Whoa Betty! Is it really morning already?

Moscow 1985...
Madrid 1986...
Middlebury 1987.
The woman of the world has come home.
Queen Lisa Preston.

MUP B MOCKBY...COME IN...BEEP, BEEP.
To my presumptions PAL, KYRA-
Letuce, bathroom tissue, amstel light beer contrary to what Lashkin may think, he west is still here!!
XO, ANYA.

A.J.
You're the Best!
Love, BmB

It's Winter Term and tme to PARTY. Save your votes for MARTY, queen '87.

Peach (Fuzz), only 5 days apart and I missed your mug. And x-mas break? Maine and Cal. are worlds apart. Take Hamilton to the boards tonight, but no ping ice.
Love spike

Savage for President.

One King to rule them all
One King to find them
Once King to bring them all
And in he darkness bind them
In the Land of Mordor where the shadows lie.
GARV FOR KING!

BEWARE!!! Even at night the White Shadow is at your heels!!!!

MB at KINGS says it's fiction--and SHE HATES LAVENDER!

Vegetarians Unite!!
RACHEL SIMPSON FOR CARNIVAL QUEEN.

Oh, Ed! (sigh)

Kathy: Good luck in D.C.
Cheers and ChinChin 13 and MB

Hey Chickenheads Baker, Paine and Pryor- We miss you muchly
love Carter

Kristi a.k.a. George: your European buddies are thing of you-
Mysteriously Nancy and Bess

Dear Roomie, Here's to great convos. Our ceiling is incredible...completely.
Love, A fellow San Diego Beach Bunny

Garlic powder and superglue: now there's a scary combination.

Maaaaarty: london will never be the same!!! Guess who's together? Don't forget your bran, pop-corn, and apricots!

Congratulations El and Todd!

Hey there all you stick-in-the-muds! The partys in Paris-didn't your hear? Drunken Kisses to all-(yes on the neck)
Love, "Heath"

The Silence is sooo loud!!!!!!

Andre: Cuando vas a Espana otra vez? Te echamos de menos y todavia estamos en lonches. Vete pronto!

PERSONALS

-Lainey-
-Blood all over the place?
-And I MISSED it?
-The chair... just jumped up
and... I SHOULD have been there
-Just you wait 'til Winter Term!
-Love, the Lamp

Blob and Kris: are yo getting in a rut?

WE ALL
LOVE
YOU ALL, TOMMY M.
PW 243 - A&K

FOR RESIDENT PRESIDENT
FOR A PAINLESS REIGN.
SCAM WITH BRAM.
IN 1987.

What the **HELL** is **MAGICALNESS????**
KJR & AWL

Je suis si content que je peux aller a Paris en juin. Baton Homme

Merf! Merf merf merf MERF MERF... merf merf... merf merf...

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Mark Bensen Hepburn 112
Permit no. F86-23

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Body good!
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